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ABSTRACT

This book contains 172 creative teaching ideas pertaining to various subject areas and aspects of business education. Most of the ideas included are intended for use in secondary and postsecondary classrooms; however, a few are applicable at all grade levels. The teaching ideas are organized according to the following subject areas/topics: accounting (beginning, intermediate, and advanced accounting); administrative management systems (administrative office procedures and dictation/transcription); banking; basic business; business communications; business law; business math; computer technology (database, desktop publishing, electronic mail, information/word processing, spreadsheets, telecommunications, and general); critical thinking skills; economics; entrepreneurship; ergonomics; evaluation; human relations (interviewing and interpersonal skills/relationships); imports/exports; insurance; international business; keyboarding; marketing business education (placement and recruitment and retention); miscellaneous; and professional development (dress, ethics, etiquette, personal finance, professional growth, work attitudes). Each idea is presented on a separate information sheet. Each information sheet contains the following: subject area, grade level, title, objective, step-by-step procedure, and contributor's name and school. A list of contributors is included. (MN)

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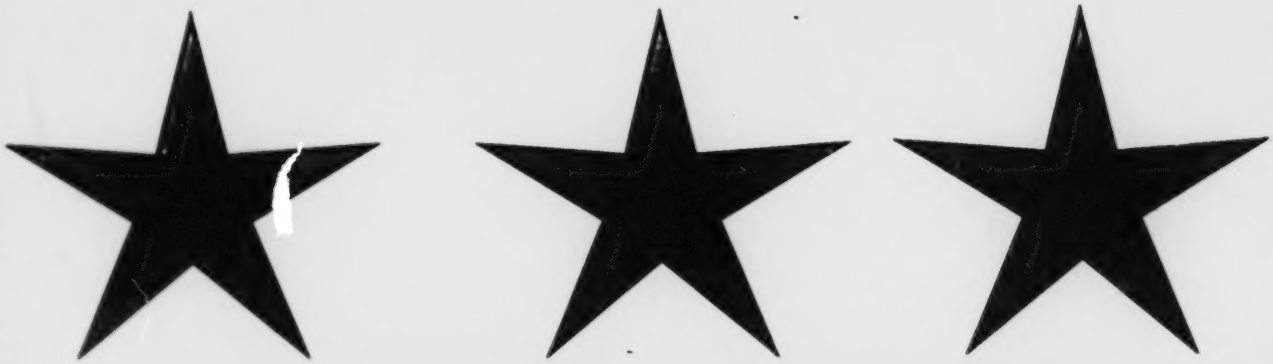

Creative Teaching Ideas

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Creative Teaching Ideas

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Accounting **Grade Level: Secondary**
Beginning

Accounting Equation

OBJECTIVE: **Drill students on the equation: ASSETS = LIABILITIES + CAPITAL**

1. Make hand-held posters designating items to be classified.

   Examples: Cash on hand
   Money owed to petroleum company
   Money owed to department store
   House and lot
   Automobile
   Amount person is worth
   Unpaid meat bill
   Government bonds
   Furniture
   Any item owned
   Any amount owed

2. Divide classroom into designated left/right sides to simulate balance sheet.

3. Place posters on easel.

4. Ask students to pick up a poster and move to the correct side of the imaginary balance sheet.

This drill should be conducted at the beginning of the class for the first week. Each student should come to class with a new item to be classified in one of the three categories each day. This drill incorporates student participation, creativity in thinking of new items to be classified, and skill in understanding the balance sheet equation.

Janet Rector
Little Rock School District
Little Rock, AR

Accounting **Grade Level: Postsecondary**
Beginning

Real World Exposure

OBJECTIVE: Apply the theory of journalizing marketable securities to the "real world" and familiarize the student with major business newspapers as a means of obtaining information.

1. Obtain copies of stock and bond pages for every student. Using the actual newspaper is preferred to utilizing photocopies; this will allow the students to find these pages for themselves and conceptually make the link to the "real world" instead of viewing it as "just another class handout."

2. Instruct the students on how to read both the stock and bond quotations. Be sure to explain every part of the quotation.

3. Prepare sample journal entries. Be sure to write all entries on the board.

   a. Ask a student to provide you with the name and stock price for a listed company
   b. Ask "Assume you purchased 100 shares of (company provided) at (price provided) and paid a 1% commission, what would your journal entry be?" Allow the students to compute the numbers and supply you with the entry.
   c. Ask "What was the dividend paid by that company? What would the journal entry be to record the receipt of the dividend?"
   d. Ask "If you sold 50 shares for (provide price per share) and paid a 1% commission, what would the journal entry be?"
   e. Repeat the same process for bonds.

4. Give a homework assignment based on the same series of questions asked in class. Allow them to pick their own companies.

5. Using a later newspaper, locate the same companies and discuss the LCM adjustment.

Angele Brill
Castleton State College
Castleton, VT

Accounting
Beginning

Grade Level: All

Familiarization with Basic Accounting

OBJECTIVE: Get students involved on the first day of accounting; enable students to determine their own financial worth; and develop the basic accounting equation.

Ask the class, "Do you know how much you are worth?" From the hands that go up, ask for a volunteer to contribute this information: What do you own? Then, start to list on the board or overhead, one item below another, the items presented by students. (car, jewelry, VCR, CD player, cash in bank, cassettes, etc.) Then ask the same student to place a monetary value on each item. When the student is finished, write at the top of the list, "Joe Green owns." Finally, get a total and at the bottom of the list write "Total Owned." Before the total, place a single line and after it a double line--explaining to the students that this is a commonly accepted accounting practice.

Then ask the same student, What do you owe--in monetary terms-- to stores, banks, individuals, etc.? To the right of the "owns" items, list each "owe" item--one below another. As with the "owns" items, place at the top of the list "Joe Green owes" and "Total Owned" at the bottom. Next, determine "Joe Green's net worth" by subtracting what Joe owes from what he owns. The difference is Joe's "new worth." This can be done just below the "owes" section.

Finally, place a heading on the statement on three lines: Joe Green, Personal Net Worth Statements, and the current date.

Now explain to the students the meaning of asset, liability, and owner's equity. Using Joe Green's personal net worth statement that is already on the board, develop a balance sheet from it by changing "owns" to "assets;" "owes" to "liabilities"; and "net worth" to "owner's equity." Also, change the heading to "balance sheet." From this, develop the basic accounting equation: Assets (A) = Liabilities (L) + Owner's Equity (OE).

For homework, have each student develop his/her own personal balance sheet. During the next class, discuss these with the students and circulate the room to check for proper arrangement. From this point, the accounting equation can be developed further to include income and expenses.

Dr. Peter Meggison
Massasoit Community College
Brockton, MA

Accounting
Beginning

Grade Level: Postsecondary

Financial Reports

OBJECTIVE: Participate in a detailed study of a given corporation's financial report and perform financial statement analysis on data from a specific, well-known corporation.

At the beginning of the course, students are assigned the task of obtaining an annual financial statement/report from a major corporation. A list of corporations with addresses is supplied by the instructor, but the students are also encouraged to solicit the reports from local corporations. A deadline is established so these reports are available for classroom use.

The reports are used to study the purposes of accounting information as well as for detailed financial statement analysis. This includes vertical and horizontal analysis of a balance sheet and income statement, calculation of current position analysis, merchandise inventory turnover, earnings per share, and any other similar computations the instructor would want to include.

Students write a summary report describing their selected corporation and including computations of the financial analysis of the corporation's statements.

This works well in an Introduction to Business course when dealing with accounting reports as well as in an Accounting Principles course which deals with financial statement analysis.

Dr. Linda W. Acker
Bevill State Community College
Fayette, AL

Accounting **Grade Level: Postsecondary**
Intermediate

Decision Making

OBJECTIVE: Make accounting decisions.

One of the best ways to teach decision making skills in the accounting classroom is by using the case method. Although there is no one formula for preparing for a case discussion, the instructor can suggest the following steps to help structure students' thinking so the case analysis is a strong simulation of real-world decision making:

1. PREPARE A BRIEF SUMMARY OF THE CASE. Read the case to discover the setting and the individuals involved. Try to understand the over-all picture.

2. IDENTIFY THE CENTRAL PROBLEM. Reread the case noting details and breaking the problem into several parts. Try to discover the central problem rather than the symptoms.

3. LIST KEY FACTS IN THE CASE. Construct a sequence of the major events in the case: What is now happening in the situation? What has happened? Why did it occur? What personnel are involved?

4. LIST ASSUMPTIONS MADE FROM THE CASE. Construct questions about important points that have been omitted. Identify necessary facts or information needed to make the decision within cost/benefit considerations.

5. IDENTIFY ALTERNATIVE DECISIONS OR PLANS OF ACTION, LISTING THE ADVANTAGES AND DISADVANTAGES OF EACH. Consider many options to solving the problem, being as creative and spontaneous as possible. Then, carefully consider likely consequences of each option.

6. MAKE A WELL-SUPPORTED DECISION. If steps 1 through 5 have been followed carefully, making a decision and supporting it is much easier. Simply choose the option with the greatest number of advantages within an acceptable risk level.

Dr. Sue Y. Luckey
Morehead State University
Morehead, KY

Accounting **Grade Level: Secondary**
Intermediate

Real World Scenarios

OBJECTIVE: Transfer textbook knowledge of accounting practices in not-for-profit organizations to a "real world" scenario and orient students to the accounting practices of their school district.

As students near the end of two years of high school accounting, students have learned the vocabulary of proprietorship, partnership, and corporate accounting--all organized for profit. Students also need to gain knowledge about not-for-profit accounting--with its new vocabulary of funds, expenditures, appropriations, encumbrances, and tax levies.

Relevance is the key to active participation and continued learning. During the study of accounting in not-for-profit organizations, the assistant superintendent of finance is invited to teach the class. He presents the materials used to explain the proposed budget during the school board's August budget hearings. In addition, computer printouts of revenues, expenditures, and fund balances for the previous month are displayed. The students learn the sources of revenue, the legal restrictions on spending, and the costs per individual student. When studying the printouts, the students are challenged to act as board members, think critically, and pose questions.

Evidence of their learning is apparent in debriefing discussions the following day. Students are impressed by the legal financial constraints under which the school must operate, the complexity of the accounting system, and the amount of money spent per student; the vocabulary and practices explained in their text take on new meaning. One senior summarized class reaction this year by saying, "Every senior should be required to hear this to appreciate how valuable our education is!"

Clarann B. Winslow
Westside High School
Omaha, NE

Accounting **Grade Level: Secondary**
Advanced

Accounting Communications

OBJECTIVE: Enhance oral and written communication skills through various modes.

Recent research studies have proven that the demand for accountants who possess good communication, interpersonal, and intellectual skills is relatively high among most accounting firms. Accounting teachers can use the following teaching tip to incorporate these skills into their classrooms.

Teachers should assign students written and oral reports related to accounting. Topics should include accounting careers, ethics, trends, social issues, etc. A checklist should be developed to evaluate students' performance in the areas of posture, manners, facial expressions, voice quality, enunciation, pronunciation, grammar usage, etc.

To add more interest and creativity among the students, accounting teachers should give their students various job-related situations to role-play involving clients and their accountants. For example: A client walks into an accountant's office, sits down and says "I need to file a tax return this year, but I don't quite understand how. Can you help me?" The teacher could select students to role-play how they would handle this situation. Teachers should also video their demonstrations and have the class critique the accountant's response to the client, as well as welcome alternative solutions and/or suggestions from the class.

Mary Tippin
Knox Nelson School
Pine Bluff, AR

Accounting
Advanced

Grade Level: Secondary

Foreign Currency

OBJECTIVE: Provide students with an understanding of the international business community.

Students in the accounting classes are asked to read "The Dollar" section of USA Today for a week or so, selecting one particular country to follow. During that time students are asked to find out as much as they can about that country using the CD-ROM program in the library called PC Globe. An encyclopedia could also be used. Using the AT&T 800 phone directory, students select several businesses with "international" in the company name and contact the company to ask for copies of their annual reports in both English and a foreign language. Most of the businesses are quite cooperative.

I have several examples of foreign currency that friends and I have brought back from trips to other countries. This, along with the library search, keeps the students interested until the reports arrive. I have several handouts on other topics such as time zones. Another excellent source of information is CULTURGRAM FOR THE '90s (David M Kennedy Center for International Studies, Brigham Young University). Students often call local banks for currency exchange rates.

As a final report for the unit, the students choose one of the financial reports supplied by the company and convert it to the foreign currency. Students must also explain the time differences involved. AT&T, MCI, and Sprint all offer worldwide dialing directories and information on interpreters. Such information would be essential in communicating with the business. Bonus points can be earned by visiting a local travel agency and gathering information on travel to the foreign country.

Ethel Holladay
DuQuoin High School
Du Quoin, IL

Accounting **Grade Level: Secondary**
Advanced

Current Publications

OBJECTIVE: Provide realistic and challenging spreadsheet experiences using current publications.

In an effort to enhance the Accounting Computer Applications (ACA) Lotus spreadsheet unit, I requested permission from two magazines, *Lotus* and *PC Novice*, to reprint selected "beginner" articles. These articles supplemented the Lotus introductory and drill lessons in an interesting format. They used a "talking" lesson plan--they walked the student through the exercise in an easy-to-follow manner, full of instructions, references, and steps. The ACA students were thoroughly entertained with the exercises and quite proud of their printouts. They realized these were actual business encounters and put forth special effort to create the spreadsheets as directed.

Patricia M. Sanzo
Hampton High School
Hampton, VA

Accounting **Grade Level: Secondary**

Debit/Credit Recall

OBJECTIVE: Recall debits and credits.

Prepare a set of cards from poster paper. On each card write an account type (Asset, Liability, Capital, Income, or Expense) or a specific account name (Accounts Payable, Cash, Accounts Receivable, Capital, etc.) and a plus or a minus sign. Occasionally, at the beginning of class or at the close of class, flash these cards and have the students reply "Debit" or "Credit."

Jean O. Miller
Orangeburg-Calhoun Technical College
Orangeburg, SC

Accounting **Grade Level: Secondary**

Debit and Credit FBLA

Objective: Maintain records for the local FBLA chapter.

It is the responsibility of the students to determine what debit and credit accounts they will need to identify for their use in accordance with the FBLA activities calendar established for the year. Once the accounts are identified and properly named, account numbers will need to be assigned and a chart of accounts prepared and filed as a cover sheet to the official FBLA accounting records.

During the year, the students maintain this FBLA accounting system, receiving firsthand experience at establishing, utilizing, and evaluating an accounting system.

Loretta Jacob
Rocky Ford High School
Rocky Ford, CO

Accounting **Grade Level: Secondary**

Grading Simulations and Major Accounting Projects

OBJECTIVE: Speed the grading of accounting simulations.

By working with students during the class periods, teachers usually gain an idea of the problem spots in the simulation. Check these on each simulation when it is submitted. Select a number of subtotals and totals which you will check on every paper. Select a number of transaction explanations which you will check carefully. If you circle these with red in your answer key, you can leaf through a simulation quickly and give it a comprehensive spot checking.

A grade reporting form such as the one shown here can be duplicated and attached to simulations and other major accounting problems.

Student _____
Project _____
Date _____

Progress Marks

1. _____ 3. _____
2. _____ 4. _____

C. Completeness _____
A. Accuracy _____
N. Neatness _____
D. Details _____
O. Overall Grade _____

Instructor _____

Having simulations turned in for progress checks at various times during the simulation unit helps catch those pesky errors which students can "carry through" an entire simulation.

Since our students always have differing skills and abilities, it is not appropriate to give a single grade on a major project such as the simulation. Three or four progress grades during the early stages of the simulation give the entire story. The final grade represents only a composite of many qualities which we evaluated. A more understandable grade to the student is one which grades each of the qualities we feel are important to evaluate. Most teachers check simulations for accuracy, neatness, attention to detail, and completeness so it is reasonable to assign a grade for each, plus an overall grade. This procedure spotlights students' strengths and weaknesses.

Merle Wood, (retired)
Oakland Unified School District
Oakland, CA

17

Accounting **Grade Level: Secondary**

Motivating Students Through a CPA Club

OBJECTIVE: Start a CPA club.

This club will encourage students in accounting to learn a great deal more about the accounting profession by seeing films on accounting, hearing guest speakers, and taking trips to places like the stock exchange or a federal reserve bank. CPA Club members can be taught to prepare income tax returns and can offer their services to other students in the school.

Irene Schindler
Mt. Vernon High School
Mt. Vernon, NY

Accounting **Grade Level: Secondary**

Posting

OBJECTIVE: Practice posting numbers.

Materials needed: Five large cards or colored construction paper, magic marker.

In large letters, print the following steps in posting on the cards:

AMOUNT JOURNAL PAGE NUMBER

DATE ACCOUNT NUMBER

ITEM (OR DESCRIPTION)

Shuffle the cards and ask students to arrange them in proper order for posting. This activity can be completed while the teacher works with a student at the next desk. Occasionally, stop the students at the door and ask them to arrange the cards as entrance requirements--in fun, of course.

Nancy L. Odum
Columbia High School
Columbia, SC

Accounting **Grade Level: Secondary**

Worksheet

OBJECTIVE: Introduce students to the accountant's "scratch pad."

Closing Entries. The understanding of closing entries can be strengthened by the worksheet. First, explain the use of the income and expense summary account as a "clearing account" for all income and expense accounts. Then mark the worksheet for the four steps in closing the ledger.

1. Circle the income account in the income statement credit column and label it "1" noting that it has a credit balance and must be debited to close it, and that income and expense summary account must be credited to transfer the income to the increase side of the summary account.
2. Circle and label as "2" all expense accounts in the debit side of the income statement column, noting that this will be a combined entry and that the accounts must be credited to close them. Post to accounts on the chalkboard so that the student may see the transfers taking place. (At this point in a service-type business, the amounts in the income and expense summary account will be the same as the original totals of the income statement columns; and one can readily see that the difference in the two sides of the summary account indicates the amount of net profit or loss.)
3. Label the amount of the net profit or net loss on the worksheet as "3" for the third closing entry which will represent the entry to close the income and expense summary account into the capital account as an increase or decrease.
4. The drawing account in the debit side of the balance sheet column can be labeled "4" in more complex accounting cycles to represent the fourth closing entry to close the drawing account into the capital account.

New Capital. Since the purpose of the closing entries is to close all temporary capital accounts into the owner's capital account, a little figuring at the bottom of the worksheet will show what the amount of the capital account should be after the closing entries have been posted and will also provide a checkpoint for the new capital on the balance sheet. Begin with the capital as shown on the worksheet in the balance sheet credit column and add the net income or subtract the net loss. The amount of the drawing account in the balance sheet debit column should then be subtracted to obtain the new capital. This provides the student with checkpoints for accuracy.

Naomi W. Kazee
Boyd County High School
Ashland, KY

Accounting **Grade Level: Secondary**

Using Checkpoints To Provide Student Security

OBJECTIVE: Create a system which provides "checkpoints" for students.

Select a key answer, such as net profit, the total of a balance sheet, or other key figures that students must get in working a problem. Add the digits. Suppose the net profit in a problem was $1,624.50. Add the digits in that number: one plus six plus two plus four plus five. The total is 18. That's the checkpoint. Tell your students that the checkpoint of the net profit is 18. When students find the net profit in the problem they are working, they will add the digits together and hope they total 18! If so, they can be reasonably sure that their answer is correct.

Yes, students can get a checkpoint to check out and still be wrong. For example, they can transpose a number in the total and the checkpoint will still work--and their answer will be wrong. If their net profit were $1,714.50 the digits will total 18. Chances of this happening are rare, though it will occur occasionally. However, for most students most of the time checkpoints work. What a fine feeling students have when they come to class and they know that they have their problem worked correctly.

Checkpoints are easy for teachers to give because they can be developed quickly from printed answer keys. However, they should not be given indiscriminately. Students need to develop skill and self-reliance. However, on new theory, on particularly long and involved assignments, or over known trouble spots, checkpoints can be a real help to students in their home assignments.

You can also use checkpoints in business math classes and with marketing education students who are assigned a lengthy inventory problem or a series of complicated sales transactions to total. Checkpoints don't give students the answers. They cut down on student copying, and they give students a sense of security.

Merle Wood, (retired)
Oakland Unified School District
Oakland, CA

Administrative Management Systems **Grade Level: All**

Administrative Office Procedures

Consensus Through Group Expansion

OBJECTIVE: Use an exercise to establish priorities with class consensus.

This activity works well in a situation requiring the establishment of priorities. Give students a list of 10 to 12 items to be ranked in order oF priority and have each student establish priorities individually.

The first expansion is to pair each student with another student to compare and discuss their individual priorities. Each student pair should come to agreement on the priorities. This process will require discussion, explanation, and compromise.

The next expansion is to groups of four. At this point, inject one or two events or deadlines that will alter the previous priority order. Have each four-person group develop a new set of priorities which reflect those changes. Each student group is again expected to achieve consensus on the priorities.

The final expansion is to move the discussion to the whole class. Have each four-person group appoint a spokesperson. Ask for a volunteer from the spokesperson to present the priorities as they were established by that group. Write the items in priority order on an overhead transparency or on the board. Have each four-person group compare its priorities with the priorities presented. Any spokesperson for the four-person groups may request an explanation as to why particular priority orders were assigned. Encourage student discussion and explanation. The primary objective is to have students reach class consensus on the establishment of priorities.

Dr. Bonnie Roe White
Auburn University
Auburn, AL

Administrative Management Systems **Grade Level: All**
Administrative Office Procedures

Library Resources

OBJECTIVE: Give students experience in using library resources applicable to the field of business.

The instructor creates a form with incomplete questions. For each student, the instructor fills in a different company or individual name, so each student is researching a different question. Students are given an introduction to using library resources pertaining to business and a handout of potential resources. The class accompanies the instructor to the library to begin the assignment. It is not expected that the student will complete the assignment during this class period--the remainder must be completed out of class. On the day the assignment is due, the instructor can ask class members to share some of the interesting facts they learned. (Note: Be sure the required resources are available in your school library before giving this assignment.)

Sample Questions:

What company owns_____?
Give the name and address of an American manufacturer of ____. Complete the following quotation: " ."
Where did_____go to school?
What was the 1990 population of _____?
What is the average temperature in _____ for the month of January?
The closing stock market quotation for_____on Thursday was ___. List the bibliographic information on a recent article dealing with _____.
How many sessions did Congressman/Congresswoman attend last year? Which model/make of _____ is rated highest for consumer purchase?

Sharon D. Steigmann, Ph.D., COAP
Indiana University of Pennsylvania
Indiana, PA

Administrative Management Systems **Grade Level: Secondary**
Administrative Office Procedures

Filing Systems

OBJECTIVE: Simulate a manual filing system.

1. Collect junk mail over a three- or four-month period.

2. Organize your class into these sections:
   A. Receiving and Preparation: Students log in the records and prepare them for filing.
   B. Coding and Cross-referencing: Students index and code the record and complete any necessary cross-referencing.
   C. Filing: Students set up the file cabinets and drawers; primary and secondary guides; file folders; complete the actual filing.
   D. Records Manager: This person manages the systems; takes requests for charge-outs, and troubleshoots.

3. Implement the simulation.
   A. Deliver batches of the junk mail to Receiving and Preparation each day of the simulation.
   B. Index, code, and cross-reference the day's mail.
   C. Send the coded documents to Filing for storage.
   D. Submit requests for a specific record to the Records Manager. (The teacher should submit these requests periodically.)
   E. Charge out the requested records from the Filing Section.

4. Rotate students through each section.

5. Have each student write a report on the tasks they did and debrief through class discussion.

V. Wayne Klemin
Central Washington University
Ellensburg, WA

Administrative Management Systems **Grade Level: Postsecondary**
Administrative Office Procedures

Ergonomics

OBJECTIVE: Apply ergonomic factors in a realistic learning situation and become aware of the cost of furnishing an office.

The students read about and discuss from their text and supplemental articles the various ergonomic factors that make an office a productive and pleasant work environment. Factors such as lighting, heating, cooling, ventilation, colors, office furniture, wall and floor treatments, and electrical are reviewed.

Students are given a project in which they apply all the factors in both a written and physical model form. The scenario is as follows:

1. You have been working for a company for ten years and the office is now moving to a new facility. You are asked to plan the furnishing and design of this work area. Employees include your boss, you as secretary, two word processing workers, and a receptionist. You are given an area of 46' by 60' on the third floor of the new office building.

2. A breakdown is given for the general needs of each employee in their work area. This includes the footage and furniture needs for each one.

3. The written report requires a graphic layout of the new office area. Justify choices in furniture, color electrical, heating/cooling, noise level, ventilation, safety factors, etc., with supporting research,. Prepare a cost analysis of the furnishings. This can be done through chart/table form. Students may include copies of articles supporting their choices, brochures of the furniture being selected, and any other supporting information. (You may give the student a budget within which to operate.)

4. Prepare a model of this office layout. Include all furniture in three-dimensional form in the arrangement you have chosen. You may apply the floor and wall coverings as you researched. Prepare model to scale as much as possible. Do not forget the guides to the amount of necessary aisle space and space for individual workers.

You can make this project as general or detailed as you like. I put the entire project on a point system for grading. Class time can be used to discuss their project progress, successes, and difficulties. This takes a minimum of two weeks to complete.

Karen Owen
St. Charles County Community College
St. Peters, MO

Administrative Management Systems **Grade Level: Postsecondary**
Administrative Office Procedures

Personnel Decisions

OBJECTIVE: Supervise effectively, make decisions, develop policies, and implement procedures for enforcing policies.

In at least two preceding class sessions, following the reading of text materials on personnel problems, discussion is held concerning the various personnel problems a supervisor may encounter in today's office and how a supervisor may handle these problems. The students are then asked to do the following:

1. Research one of the following personnel problems they have drawn from the "hat"--drug abuse, alcoholism, AIDS, smoking, sexual harassment, burnout, absenteeism/tardiness, stress, employee theft, marriage of employees within departments, professional dress, nepotism, etc..

2. The student assumes the role of a supervisor of an office area of 30 to 50 employees. He/she develops a presentation to the employees to inform them of a "selected" personnel problem, educate them about the problem, company policy concerning this problem, and how this policy is going to be enforced. This is to be a positive and motivational presentation. Presentation has to be given with a limited amount of notes and cannot be read. An overhead projector and liquid crystal display attached to the computer and overhead are available for the student's use.

3. Prepare at least a one-page handout with graphics on your topic to supplement and reinforce your presentation.

4. Provide a copy of a current (within six months) magazine article on your topic to reinforce the current importance of the topic.

5. Contact agencies to assist individuals with this specific problem and acquire brochures and literature from these agencies for class use. This is an optional part of the project, but the students have done an excellent job in acquiring these items of information.

This has proven to be an excellent educational experience. Individual prejudices and biases come out, but the students learn how to handle their personal feelings on a professional level. They learn how they can make decisions in difficult situations. They learn to work with one another.

Karen Owen
St. Charles County Community College
St. Peters, MO

Administrative Management Systems **Grade Level: Secondary**
Administrative Office Procedures

Meeting Management Skills

OBJECTIVE: Apply and demonstrate basic meeting management skills.

The business teacher presents a unit on basic parliamentary procedure, the methods of increasing meeting productivity, the types of meeting normally found in business, meeting arrangements and details, and the production of support documents for meetings. Following this instruction, the students are asked to prepare the documents, scripts, and administrative details necessary to simulate a meeting.

To introduce the project, the teacher demonstrates a meeting. Each student is given an example of minutes, an agenda, and a script to follow. The teacher calls the meeting to order; the students, while following their agendas and script, role play the meeting.

The students prepare their own meeting for their class members to role play. They prepare a set of minutes for the secretary to read, agendas for each class member, and scripts for those students who have speaking parts.

The students act as the secretary for one of the their classmate's meetings. A drawing determines which student is the secretary for each role play. Students are given a handout that provides them with the criteria that need to be included in the role play and in their support documents.

"Taking control of a meeting" provides students with a motivational opportunity to use classroom theory and to check for meeting management competencies.

Kurk Shrader
Elmwood-Murdock High School
Murdock, NE

Administrative Management Systems **Grade Level: Postsecondary**
Administrative Office Procedures

International Travel Arrangements

OBJECTIVE: Integrate an international dimension into the unit on travel arrangements.

One of the more exciting projects I use in my secretarial procedures class is an "international" group project. Students are divided into groups and assigned a country; each student in the group is assigned a topic for that country.

The purpose of the project is to prepare members of the class for a trip to the country being studied. The number of students in a class determines the countries studied, but our list usually includes Germany, Japan, France, Italy, Spain, China, Australia, United Kingdom, and Mexico. Topics for each country include geography, economic system (including currency and exchange rates), including culture, language, religious beliefs, social customs and family structure, government and political structure, including names and titles of prominent government leaders; and major holidays and historical events.

Each group provides an oral briefing about their country, each student provides a written report of his or her topics to me, and the group prepares a travel information report that is distributed to all members of the class. This report outlines arrangements for a week-long trip. To help visualize differences between countries, we assume we will all leave St. Louis at 9:30 a.m. on Monday with $1,000 for spending money. We need to know specific information about passports, traveler's checks, time zones, hotels, airline reservations, classes of flights, schedules, services, costs, car rental, local transportation, and special customs of the country to be visited.

Linda H. Wiggs
Southeast Missouri State University
Cape Girardeau, MO

Administrative Management Systems **Grade Level: Secondary**

Administrative Office Procedures

Receptionist Duties

OBJECTIVE: Perform the duties of a receptionist.

Prior to the implementation of this activity, students receive instruction on interpersonal, communication, and decision-making skills; instructions; telephone techniques and procedures; and work ethics. The activity is introduced by briefly investigating the qualifications and duties of a receptionist. Procedures for screening visitors and calls must be fully discussed with the students.

On a rotation basis, each student is "employed" as the class receptionist for a minimum of one week. The receptionist is assigned the desk nearest the door. A desk name plate identifies the student as the "receptionist."

The receptionist's two primary responsibilities are to greet visitors and to handle incoming calls. When the receptionist is not screening visitors or calls, the student continues with the normal class lesson plan.

The receptionist greets any visitor to the office. The visitor makes an entry in the visitor's log. (A log is developed from samples obtained from businesses.) After determining the purpose of the visit, the receptionist takes the appropriate action. If the telephone rings, the receptionist handles the call by assisting the caller, referring the call, or taking a message.

Formal evaluation can be conducted using a job performance checklist developed from samples obtained from local businesses.

Benefits of this activity are two-fold. The students are given opportunities to apply their business skills in a simulated work environment. The receptionist handles most of the visitors and calls allowing the instructor and class to continue uninterrupted.

Renee Lloyd
Gordon Central High School
Calhoun, GA

Administrative Management Systems **Grade Level: Secondary**
Administrative Office Procedures

Oral Communications

OBJECTIVE: Demonstrate effective oral communication skills.

Administrative management students are first instructed that today's "high tech" world demands a no-nonsense, professional oral communication skill. Next, they will have an opportunity to practice non-threatening, game-type strategies to solidify their oral responses to emotional situations.

As a warm-up exercise, partners sit facing each other with knees touching. One partner is instructed to talk about herself/himself for two minutes. The other partner listens attentively, using good eye contact, without interrupting. Partners then switch communicator/listener roles for another two minutes. Discussion follows about how it feels to be able to talk for two minutes without being interrupted.

Next, one partner explains to the other person, in detail, how to operate a piece of office equipment. Students are to observe good eye contact, avoid excessive hand gestures, for another two minutes. The listener may interrupt to ask clarifying questions. After two minutes, partners switch roles; but now the "listener" places a large paper bag, with two eye-holes cut in the front, over her/ his head! When the frustrating two-minute time period is over, partners discuss the difference between the two situations and how it applies to telephone conversations, giving directions/instructions, being concise in business communication, or dealing with office workers.

Students can practice being assertive by role playing answers to offensive jokes or sexually harassing statements. One partner is instructed to start making an offensive statement; the other partner practices stopping the joke or statement immediately in a non-threatening manner. Together students prepare lists of possible "joke-stoppers." Students learn and respond to game strategies faster than to lecture and discussion techniques.

Jean Shull
St. Louis Community College at Meramec
St. Louis, MO

Administrative Management Systems **Grade Level: Secondary**
Administrative Office Procedures

Model Office

OBJECTIVE: Work in a model office simulation to acquire job skills for an office.

Students should collect applications from company offices in the community and turn in a completed one to the teacher who serves as their boss.

Students negotiate "work agreements" with the teacher and plan their work for a designated period of time in a model office simulation.

A weekly "paycheck" in a model office gives students a realistic appraisal of their work. They will discuss pay deductions with the teacher. The students punch in and out daily and are rewarded for their attendance with attendance bonuses. The teacher will also serve as the payroll clerk and keep records and issue weekly checks; amounts are then converted into weekly grades. Positions to be filled in a model office are posted as job vacancies arise. Students prepare letters of application and resumes if they wish to transfer to another company. Students are then interviewed for the new position. At the end of the office simulation, students are required to look in the newspaper and seek new positions. They follow the same procedure as before.

Alyce Doyle
UCA
Conway, AR

Administrative Management Systems **Grade Level: All**

Administrative Office Procedures

Communications

OBJECTIVES: Promote the business practice of regularly and routinely checking the employee bulletin board for pertinent information and establish a different way of com municating with students.

Assign a bulletin board as the ''employee notice'' bulletin board. Post pertinent and relevant information: state, federal, and local workplace regulations; weekly calendar; class assignments or deviation from previous assignment (omit problem 2, chapter 3, add problem 3, chapter 4); class honors; lost and found; want ads; personal ads (lost book, lost dog, items for sale); student organization notices; cartoons; Business Education school related functions; ''no name'' papers; ''good work'' papers; etc.

1. Bulletin board can be sectioned with appropriate captions (class, work, school, etc.).
2. "Trick" and fun items create interest and relaxed atmosphere.
3. Students can be assigned task of monitoring and ''cleaning up'' bulletin board.
4. "Change" in assignments can impress on students the importance of checking the board every day.
5. Establish guidelines for posting items and reading/noting bulletin board--not in middle of lecture or activity.

Nancy L. Odum
Columbia High School
Columbia, SC

Administrative Management Systems **Grade Level: All**

Administrative Office Procedures

Scavenger Hunt for Facts

Office support personnel cannot be expected to remember isolated facts and figures. They should, however, know where to go for any information needed by employers. The following exercise is designed to provide the prospective office support person with a thorough reference experience. Be careful to select facts of interest to your students. Let them work in teams and brief the librarian to ensure that students do the actual work. They must list their sources.

Here are some sample questions.

1. What was Hank Aaron's home run record?
3. How long (in minutes) did Neil Armstrong walk on the moon?
4. How many Americans between the ages of 13 and 20 (inclusive) were in the United States in 1990?
5. What was the population of _____ (choose nearest urban center) in 1950? 1970? 1990?
6. How much is the American dollar worth in Japan on (give date)?
7. List the Greek alphabet.

Give several questions involving various sources:

Postal Guide
Bartletts Quotations
City Directory (local)
Telephone book yellow pages
Standard & Poors
Statistical Abstract of U.S.
The dictionary

A case can be used to make the search more realistic. For example:

This morning your employer is dictating a speech. She/he needs a quotation from Shakespeare that goes something like this, As surely as night must follow day. She/he asks you to find the play and the character who said the above quotation. Please quote the entire passage.

J. Howard Jackson
Virginia Commonwealth University
Richmond, VA

Administrative Management Systems **Grade Level: All**

Administrative Office Procedures

Desk Efficiency Mini-Unit

OBJECTIVE: Arrange an office desk for efficiency.

Desk efficiency is vital for the well-organized office employee, not only for appearance but, more importantly, for the ability to be a more productive worker by having items near at hand. Through desk efficiency, one will be able to have easy access to supplies, documents, forms, etc.; to easily determine supplies on hand, and to replenish them from the central supply area; to create an uncluttered look where every item has its place; and to give the employee greater speed in accomplishing tasks.

Situation

As a new employee of Reliable Insurance, you are taken by your office supervisor to your desk in the transcription unit. You have been hired as an additional person in the department due to an increased work load. Your desk is empty except for the computer keyboard and transcription machine. The desk is L-shaped. The keyboard is on the right side. There is one small middle drawer with five small front compartments. Three drawers are on the left. The top drawer has one movable divider. The second drawer is divided with four slants, and the bottom drawer is arranged for hanging file folders.

Consider:

1. Reference materials to aid transcription
2. Supplies needed to transcribe
3. Supplies common to any office desk
4. Personal desk items

Assignment:

1. List the supplies and qualtities you will order from central supply.
2. List the items you will bring from home.
3. Diagram the layout of the desk top as well as outline the location of all items in each drawer.

Barbara E. Brown
Mt. Vernon High School
Fortville, IN

Linda Pankiewics
Indiana Womens Prison
Indianapolis, IN

Judy Phipps
North Posey High School
Poseyville, IN

Administrative Management Systems **Grade Level: Secondary**

Dictation\Transcription

Dictation Procedures

OBJECTIVE: Teach dictation/transcription procedures.

Most students are hesitant and rather shy when it comes to dictating on a machine. In an attempt to make them more comfortable and still provide a valuable learning experience, I assign students to work in pairs for this assignment.

Each student is required to prepare, dictate, and transcribe a letter. I give a number of different situations for letters to be written, and the students select from these. I require each partner in a pair to select a different situation.

After the letter is prepared, the student must dictate the letter using proper dictation techniques. Then his/her partner must transcribe the letter from the dictation. The partner then returns the hard copy to the dictator for revision. Using this method shows the dictator possible mistakes he/she made in dictation, especially errors of omission.

I make an effort to have the transcriber separate from the dictator during the time of dictation/transcription.

David Dion
Hamilton High School
Hamilton, IL

Administrative Management Systems **Grade Level: All**
Dictation/Transcription

Machine Dictation/Transcription--A Realistic Lesson

OBJECTIVE: Dictate and transcribe documents.

Today's business executives must be able to dictate their correspondence via machine. To give students more realistic experiences in learning dictating skills, teachers should try to have the dictated material transcribed by machine transcription students.

1. After at least one previous dictating exercise, ask each communication student to dictate a letter or memo from a topic outline. The students should give all transcription direction, such as format, number of copies, unusual spellings, punctuation, etc.

2. Ask the machine transcription class to transcribe each document following directions given by the communication student.

3. Each transcriber completes an evaluation of dictation form to be returned to the communication student along with the transcribed material. The evaluation form can be an adaptation of those provided in office procedures and office management texts, machine transcription guides, and local firms with word processing centers. A form heading might be "You Kept Me Guessing" or "Difficulty Encountered in Transcribing."

4. The communication student proofs the transcribed letter or memo and studies the dictation evaluation form. A letter, with corrections and comments is returned to the transcriber.

Benefits include the following:

Students can see the results of their dictation in mailable form.

Students learn that they will not always be able to depend on an office support person to make grammatical or other corrections.

Transcription students transcribe "real" dictation rather than dictation prepared by professionals, and all learn how to cooperate with those whom they never see.

Evaluation of dictation and transcription is accomplished by someone other than teachers.

Carolyn Crawford Dolecheck
Northeast Louisiana University
Monroe, LA

Administrative Management Systems **Grade Level: Postsecondary**
Dictation\Transcription

Dictate and Transcribe

OBJECTIVE: Dictate and transcribe mailable copy.

In the course, students are taught proper dictation principles. Students practice dictating with situations similar to those presented in a business communications text. During one class period, students dictate five letters/memos (from five different situations).

Students are taught procedures for transcribing mailable copy in a previous transcription course as well as this course. Students transcribe the "practice" dictation exercises from the previous class. The transcription occurs one week after the dictation of the materials--so "it's cold." Students really "learn" to enunciate and speak clearly, even for themselves. The goal is to make them a better dictator as well as a better transcriber.

This same procedure is used for 20 percent of a student's grade for the class. Students dictate and transcribe four tests during the semester. Students have one hour to plan and dictate 5 letters/memos; on another class day, students transcribe their tests. The following scale can be used for grading:

A = 3 letters
B = 2 letters
C = 1 letter

The transcription should be completed within one hour. The objective is to prepare students to be managers and/or administrators and to be able to dictate "comfortably" and effectively (to learn how to be the "boss") as well as to dictate using concise, complete, correct, courteous, and clear language.

A secondary objective is to be able to transcribe mailable copy efficiently under time constraints.

Judith Joyner Wright
Indian River Community College
Fort Pierce, FL

Administrative Management Systems **Grade Level: Secondary**
Dictation\Transcription

Shorthand Treasure Hunt

1. Choose phrases, words, symbols, and/or brief forms.
2. Write clues in shorthand and plan route of treasure hunt.
3. Select treasure hunt item(s): soft drinks, popcorn, candy, ice cream, bubble gum, or other appropriate reward.
4. Strategically place clues (around room, school, hall, football field, etc.).
5. Establish time limit (suggested: 30 minutes). This is not a quiet game. Choose your clues and location carefully. Establish other rules about manners, where to bring treasure, etc. (Hint: Too many rules may spoil the game.)
6. Divide class into teams (shoe color, type of shoe, clothing, last name, numbering off, gender, etc.).
7. Have button or ribbon for winners (or bonus point certificates).
8. All have fun doing the treasure hunt!

Be creative! Try this treasure hunt several different ways and for different classes.

One variation: Have two classes write clues for each other, set the route, and compete for the treasure.

Kathy Barton
Sands High School
Ackerly, TX

Linda Coleman
Graduate Student
Texas Tech University
Lubbock, TX

Yeong Chang
Taejon Junior College
Taejon, Republic of Korea

Sylvia Wood
Ed Irons Junior High School
Lubbock, TX

Sue Ann Miller
New Deal High School
New Deal, TX

Rhonda Henslee
Loop High School
Loop, TX

Administrative Management Systems **Grade Level: Secondary**
Dictation\Transcription

Interviews with Family Members

OBJECTIVE: Use the transcribing machine and word processing software to transcribe a self-originated document.

A few weeks before Thanksgiving, each member of my Office Procedures class is given the assignment to tape an interview of at least 30 minutes with an elderly relative. Most students choose to visit with a grandparent.

Questions are asked about the relative's birthplace, parents, school, occupation, etc. Once started, the interviews appear to go smoothly--one topic leading into another.

This assignment is due after Christmas vacation so there are at least two major holiday opportunities to complete the interview. Tapes are to be given to the teacher after Christmas to be returned when needed.

After instruction on the transcribing machine, students culminate this activity by keying the information from the "relative" tape onto a computer. A copy of the transcription is kept by the student, and one is submitted for evaluation. This takes place during the end-of-year machine rotation in office procedures.

The response is terrific. Students seem to enjoy their visits, and they have valuable memories to keep and to share.

Carol Hoffman
Prairie Central High School
Fairbury, IL

Administrative Management Systems **Grade Level: All**
Dictation\Transcription

Medical Dictation and Transcription

OBJECTIVE: Provide students with realistic experience in transcribing actual medical dictation from area health providers.

1. Write a letter to 20 health care providers in your area detailing your classroom objective of providing realistic medical dictation for transcription practice. Ask each doctor if he or she would be willing to dictate ten minutes of medical histories, surgical reports, etc., to be used for transcription practice in the classroom. You will provide the dictation unit and cassette tape. Suggest that the doctor use fictitious names in the dictation. Provide a phone number or postage-paid envelopes for replies.

2. Set up a schedule of offices in which to rotate the equipment. I used a very inexpensive, portable cassette recorder and standard-size tapes. Be sure to obtain a transcript of the dictated material from the doctor if at all possible.

3. Once the tape is complete, duplicate the cassette for classroom use. This assignment works well after students have had ample practice in operating transcription equipment and in transcribing medical dictation. The same tapes can be used for several years.

4. Be sure to send a thank you note to the participating doctors.

Marilyn McGahan
Mid-Plains Community College
North Platte, NE

Administrative Management Systems **Grade Level: All**
Dictation\Transcription

Increase Speed

OBJECTIVE: Increase transcription speed at the computer while transcribing from machine transcription units.

Dictate onto a cassette a medium-length business letter that is broken up into natural "thought units" of 10 to 15 words each. This will give the students practice in listening and then transcribing. Repeat the procedure at 10 words per minute faster. Finally dictate the same material, again in thought units, at 10 words per minute faster. You may want to encourage students to make corrections by the backspace-correction method as they key the material.

This activity builds transcription speed since it "forces" students to keep up with the dictation and can be used throughout the program. The first several times, for example, the dictation may be at a cycle of 40, 50, 60 words per minute. After several weeks, it may be increased to 50, 60, 70 words per minute. In advanced stages, a cycle of 60, 70, 80 words per minute (or higher) may be used. In the advanced stages of machine transcription, eliminate the pauses between thought units while dictating the material. This will develop the students' transcription skills further. While initially this may be a difficult transition for some students, it will encourage them to continually type--rather than to pause to listen and then type.

Dr. Peter Meggison
Massasoit Community College
Brockton, MA

Banking **Grade Level: Secondary**

History of Money

OBJECTIVE: Assist students in acquiring an understanding of the origin and history of different types of substances used as money and the reasons these substances were valuable.

This activity is used in Introduction to Business during the unit on the money system. The students are encouraged to become involved by bringing to class coins of the United States and other countries to help determine how these coins differ and why they are valuable.

In conjunction with this study of money, a demonstration is prepared that shows various objects which were once used as money. Some of the things that have been used are shells, rice, salt, beads, metals of different kinds, and paper.

The class is presented with collector coins and asked to decide why these uncirculated and proof coins are more valued than coins they have in their pockets and purses. The students are taught the different reasons why money is valuable. Some of these reasons are the type of metal, the age of the coin or bill, the quantity available, an accident in the manufacturing process, and uniqueness.

This activity may encompass one or two class periods, depending on the amount of discussion and the size of the class.

Michael Guidry
Kaplan High School
Kaplan, LA

Banking **Grade Level: Secondary**

Checks

OBJECTIVE: Maintain checking account records.

After teaching the correct way to write a check, make a deposit, endorse a check, and reconcile the bank statement, we complete a project from "How to do your Banking," Educational Series to apply the skills learned. In the project, the student is the treasurer of a business started by students.

The student is introduced to what is involved in starting a business, securing the money needed to finance the business when he/she is a student with no collateral, and what it means to get someone to cosign a loan and share in the obligation to repay the money.

The student opens a checking account, writes checks, keeps records, makes deposits, endorses checks to be deposited and uses a bank statement provided to balance the checkbook at the end of the month. If the computers are available, we reconcile on the computer.

Since many students work and have a checking account, it is important for them to learn good recordkeeping procedures early.

Jessie Derey
William Byrd Middle School
Vinton, VA

Banking **Grade Level: Secondary**

Loans

OBJECTIVE: Review the loan process.

1. Appoint one student to play the role of loan officer of a bank.

2. Appoint several students to play the parts of prospective borrowers; for example:
   A teenager who wants to borrow money for a car.
   A retired woman who wants to borrow money to take a trip to see her grandchildren.
   A family man who wants to borrow money for a mortgage.
   A married woman who wants to borrow money to start a business.

3. Give the players examples of questions which can be asked, but let them devise answers.

4. Role play the situations before the class.

5. Have the loan officer make decisions regarding each case and justify his/her decision to the class.

6. Allow the class to make objections if they wish. Lively discussions can point out problems and possible injustices on both sides.

7. Following this activity, have a loan officer from a local bank visit as a guest speaker.

Millie Frandino
Monroe-Woodbury Central School
Central Valley, NY

Banking **Grade Level: Secondary**

Using Checking Accounts

OBJECTIVE: Open a checking account, make deposits, and write checks.

Material needed: Cards to open accounts, sufficient supply of checks with stubs, deposit tickets, No. 10 envelopes, bank statement forms (duplicated or from several different banks).

1. The project should be conducted over a three-day period or more with 10-15 minutes of each class period devoted to the project. The remainder of the class period should be devoted to a discussion of and practice in preparing bank reconciliation statements, and any other information relative to banking which the teacher wishes to cover.

2. On the first day of the project, students will open accounts and make initial deposits at which time they will receive their supply of checks and deposit tickets. (Students who already have accounts may serve as bank tellers.)

3. Over a period of time--two or three class periods--students will write checks and make additional deposits. Each day deposits will be received and checks collected, sorted, and filed in the students' envelopes. (Again, the bank teller or another student may assist.)

4. After the third or final day on which students write checks and make deposits, bank statements will be prepared omitting several checks and deposits. These will be the outstanding checks and deposits in transit. A service charge may also be added. The statements, along with canceled checks, are given to the students to reconcile their bank statements and check stub records. After reconciliation, the students should bring the last check stub balance up to date.

Note: To facilitate work and allow for uniform responses, students may be given the amounts to use in writing checks and making deposits. Also, uniformity in outstanding checks, deposits in transit, and service charges may be applied when preparing the bank statements. Preparation of the statements may take several days during which time normal class work can be conducted.

Gwen Reid
Hillcrest High School
Simpsonville, SC

Banking **Grade Level: Secondary**

Reconciling the Bank Statement and Checkbook

OBJECTIVE: After receiving a deposit slip, a check register, a sample check and checkbook, and several checks and deposit slips, reconcile a bank statement.

Give students a list of ten transactions--two deposits and eight checks to be written to local merchants. When all the checks are written, the teacher collects them so that all the student has left is the checkbook. The students are told that this is like writing a check to someone and then giving it to that person. Students are told to put their checkbooks away until they are to be used again. The rest of the period is devoted to discussion of reconciling the bank statement and checkbook.

The next day, the students are given back their checks, with two of them removed. Enclosed is a bank statement and a form for reconciling their checks with the statement. Students are told to reconcile their statements with their checkbooks using the procedure taught the previous day. Some are lucky to have the correct ending balance. Others who have made a mistake in their checkbooks are required to find and correct the mistake.

For those students who did not grasp the concept of the discussion on the day before about some checks not coming back to the bank in time to be included in the statement or about deposits not entered on the statement, this sparks specific questions which lead to reinforcement.

Joan E. Root
Schuylerville Central School
Schuylerville, NY

Basic Business **Grade Level: All**

Supervisor Role Playing

OBJECTIVE: Assess their strengths/weakness as a supervisor and begin the process of learning decision-making skills.

This procedure can be used in almost any class where small group activities are part of the instructional process. Before I assign group activities that involve completing mini projects in a timely manner, I ask students to analyze their leadership abilities. This is one of the ways I use to help select group leaders whose responsibility is to keep the group on task and therefore, produce the best results. First, I explain the project to the students. Then I ask them to explain in writing how much they know about the project, how much time they expect to spend completing the necessary research for the project and other important questions. From the written self-analysis, i then spend ten to fifteen minutes speaking with the top four or five candidates to further confirm their abilities and willingness to accept and prepare for decision-making activities.

The next time the class does group projects, I have the previous "leaders" read the unnamed papers and prepare in priority order, a list of four or five "new" group leaders. We continue this process until all students who have indicated an interest in leading a group have an opportunity to do some self-analysis and determine their readiness to assume "leadership" roles.

Those students who do not indicate a desire to lead a group spend time discussing the role of leaders and the role of "followers." Students who are selected as leaders explain to the group their problems and learning experiences while the followers explain their contribution to the completion of the assigned project. The activity benefits the "leaders" and the "followers" and everyone learns about group dynamics.

Mary A. Davis
State University College at Buffalo
Buffalo, NY

Business Communications **Grade Level: Postsecondary**

Group Presentation

OBJECTIVE: Create, edit, and present business presentations on current business topics; use audiovisual support for the business presentations; and use techniques of group dynamics, group conflict, and negotiation during the formulation of the presentations.

Prerequisites

1. Prior keyboarding knowledge.
2. Prior knowledge of software (such as Lotus 1-2-3, Quattro Pro, WordPerfect, Windows, Desktop Publishing, Graphics, etc.).
3. Oral presentation techniques.
4. Knowledge of group dynamics, group conflict, and negotiation techniques.

General Instructions

1. The students will be introduced to different media techniques such as overheads, slides, videos, electronic imagers, tape recordings, etc. by a media specialist.
2. The students will be given peripherals for group business presentations.
3. The students will be placed in groups randomly. Four to six is the suggested number for each group.
4. The groups will submit the topics and the proposed means of presentation to the instructor for approval.
5. The students may use software to create graphics, pictures, words, or symbols to support their business presentations.
6. The groups will compose, edit, and present the topics.

Evaluation

The presentation will be graded on quality of voice and diction, quality of audiovisuals, originality, relevance, and group participation.

Susan L. Sawyer
Central Carolina Technical College
Sumter, SC

Business Communications **Grade Level: Secondary**

Composition

OBJECTIVE: Develop the ability to express thoughts through written communication.

Business communication students write letters of praise or complaint to various businesses. These letters must be legitimate in that the student must actually have a valid complaint against a business or want to write a complimentary letter to a business.

All replies are shared with the class. This reinforces the belief that effective business communications can bring results.

Jackie Taylor
Russellville High School
Russellville, AR

Business Communications **Grade Level: Secondary**

Collaborative Writing

OBJECTIVE: Learn the basic skills of collaborative writing.

Use a random grouping of four or five students. The same case study is assigned to each group. Each group has two class meetings to assign work to members and to finalize a document for the case study.

At the beginning of the third class meeting, each group submits a completed document. These documents are displayed in separate areas of the classroom in order for each document to be evaluated by all of the students. Students go around the room and grade each document putting an x on their top choice. The two top choice documents are then displayed using an opaque projector. Discussion of the two top documents then follows.

A discussion of the advantages and disadvantages of collaborative writing is the final step of this activity.

Since this is a first attempt at collaborative writing, it would be ungraded.

Marilyn McGahan
Mid-Plains Community College
North Platte, NE

Business Communications **Grade Level: Secondary**

Analysis of Software

OBJECTIVE: Learn to use writing analysis software.

As professors, we are responsible for providing students as much timely feedback as possible to help improve their writing skills. We can grade their documents, but there is a time lag. However, exposing students to a writing analysis package enables them to get quick feedback on their writing; and it also serves as another impartial critique of their writing skills.

Students should be required to:

1. Submit a writing analysis software critique for at least one major assignment Run their keyed document through Rightwriter, Grammatick, etc.

2. Indicate warranted changes based on the critique.

3. Submit a final copy of the document along with the critique.

This method helps students improve skills in language arts, analytical thinking, and decision making. As the professor, you can also surmise if students are really paying attention to the types of errors they are making.

It would be great if students could use a writing analysis software package for all of their writing assignments, but their usage may be limited to available software and equipment.

Marguerite P. Shane Joyce
California State Universtiy
Los Angeles, CA

Business Communications **Grade Level: All**

New Communications Technology

OBJECTIVE: Explore the new technologies and equipment used to communicate in the business world and present findings in a simulated interactive video teleconference.

Students select a topic from a suggested list and research the topic. Topics might include telephone equipment, fiber optics, cellular phones, video phones, fax machines, telework, teleconferences, E-Mail, laptops, palmtops, modems, ANI-Automated Numbering Identification, artificial intelligence, retrieval systems--on-line systems or CD-Rom, High Definition TV, smart cards, or government regulations regarding the technology.

Students interview businesses which are using the equipment, read books and magazines, or visit vendors to get sales brochures. They will write papers (about 3 pages) about their findings.

After completing their papers, the class holds a simulated interactive video teleconference. I created the High Tech Toy Corporation. The teleconfernce is designed to show shareholders the different ways the corporation was communicating in the year 2015. Students are the employees and as each one is called on, they join the teleconference by telling how their particular technology or piece of equipment is used. Students use either a paint program or WordPerfect 5.1 to enlarge a clip art picture of a computer. Then, they each create a simulated computer "window" relating to their topic and a picture of the moderator (either the teacher or the student reporting on teleconferences) is used for one of the windows to simulate the interactive video.

The windows should be no larger than 1 1/2" by 1 1/2" and as each employee tells about his or her area, the windows are attached to the computer with either glue sticks or small pieces of tape. This is an alternative to the "stand in front of the class and report" simulation.

Debra King
Northwest Community College District (Sheridan College)
Sheridan, WY

Business Communications **Grade Level: All**

Networking

OBJECTIVE: Identify personal business networks and plan and schedule appropriate activities for maintaining and/or strengthening networks.

Most business students are aware that "networking" is one of the critical communication channels for obtaining and disseminating information. The following exercise may enable students to identify and strengthen their personal networks.

Instructions to student: In the center of a blank sheet of paper, draw a small circle and write your name inside it. Next, draw several lines out from the center circle as if they were spokes on a wheel. On each "spoke," write a word or phrase to describe a group of acquaintances you have, such as family, neighbors, friends, school, church, business, clubs, hobbies, sports, etc.

Next, draw a circle at the end of each "spoke." Write in each circle the names of people whom you know or would like to know well enough to ask for information or assistance. Link names of those who know each other well. These form your daily or close personal network--those with whom you probably have regular, positive contact. Then study the names which are not connected to anyone else. These are the people with whom you have less frequent, weaker connections. Strengthening your relationship with them will require more conscious planning.

Finally, make a list of a variety of possible networking activities (phone calls, cards or letters, gifts, lunches, recreation, etc.). Plan and schedule on your business calendar to contact and invite such individuals to share appropriate activities.

Review and adapt plans regularly.

Dr. Lena M. Cunningham Smith
Southwest Missouri State University
Springfield, MO

Business Communications **Grade Level: All**

Inputting and Proofreading

OBJECTIVE: Differentiate between inputting and proofreading.

Proofreading is an important aspect of writing; however, the process needs careful attention. Students need to be aware that the actual writing or inputting of information is one mode and proofreading is another mode. Effective inputting and proofreading cannot be done simultaneously; doing so boggles the mind and our thought processes, thus, more errors are likely to remain undetected in the document.

Students should be encouraged to:

1. Submit a content draft. This is the inputting or writing of their thoughts--the content mode.

2. Submit a proof copy. This is the final copy which has been proofread carefully for errors. In this way, error-free work does not negate the importance of content and creativity.

I require my students to submit both a content copy and a final copy for all of their major in-class writing assignments. The content copy is done in class (either handwritten--I initial the ends of the paragraphs which they keep and return with their final copy--or a draft copy is printed out for me) and the final typed copy (which is done outside of class) is turned in at the next class session. I compare the two copies, but I grade the proof copy. Since students have the opportunity to revise, they are not given the option of redoing a proof copy that receives a grade below a "C." Students really are more careful in preparing their proof copy. We need to teach students to be productive as well as responsible.

Marguerite P. Shane Joyce
California State University
Los Angeles, CA

Business Communications **Grade Level: Secondary**

Work Attitudes

OBJECTIVE: Develop business communication skills along with critical thinking skills by analyzing the "what if" questions to work attitudes.

This activity can be used to help students become aware of personal and environmental factors that have contributed to today's work attitudes. The students pick one or more of the following "what if" questions and type a one-page paper on how life could be different.

What if...

you could have any kind of job you wanted? nobody had to work? we didn't need food? no one could read? no one could write? there were no radios? we did not have telephones? somebody burned all trees? nobody reported the news? nobody reported the weather? we had no newspapers? there were no televisions? there were no movies? there were no police? there were no hospitals? there were no schools? we did not have any paper? nobody made the materials for clothing? there were no libraries? we did not have typewriters? electricity wasn't discovered? indoor plumbing wasn't invented? everybody received $50,000 when turned 18? there were no speeding laws? there were no fast food restaurants? there was no IRS? all pilots went on strike? all firemen went on strike? there were no shoes?

Nancy Woodall
Mt. Vernon-Enola High School
Vernon, AR

Business Communications **Grade Level: All**

Letter Composition

OBJECTIVE: Use effective techniques to write appropriate letters related to personal employment.

Following completion of study of writing appropriate employment letters and resumes, students are assigned the task of consulting the "Help Wanted" section of an area newspaper. Each student must select an advertised position for which he/she meets the qualifications. The student is then required to submit the following:

1. Newspaper Advertisement
2. Letter of Application
3. Resume
4. Follow-up letter (Assume they had an interview and thank the appropriate person for an interview.)
5. Letter accepting the position
6. Letter declining the position

Dr. Linda Acker
Bevill State Community College
Fayette, AL

Business Communications **Grade Level: Secondary**

Produce News Programs

OBJECTIVE: Produce a program including local, state, and national news as well as sports and commercials.

Divide the class into approximately five groups of five students. Each group will be responsible for one of the following items: video operations; school, local, state, and national news; weather; sports; and commercials.

The assignment should take approximately four days. Groups should have three class meetings to work together with presentations given on the fourth day. The teacher will grade the students based on written copies of the delivered news, posters, and the presentation. The presentation should be recorded by the video operations group who would be graded on the finished product. The teacher can also include a group participation grade based on the amount of work the group does in the time provided. Each video would be judged by the school's art teacher, business teacher, and journalism teacher.

A news article, with the winning group's picture, could be placed in the local paper to inform the community about the project.

Robin Rice
Clarksville Junior High School
Clarksville, AR

Business Communications **Grade Level: Postsecondary**

Team Project

OBJECTIVE: Allow students to work together as a team to write a collective written report and to present a collective oral report.

The entire package of student materials is attached and should be used as a culminating project in Business Communications. Project requirements promote the development of skills in teambuilding, research, written reports, oral presentations, and international communications.

The group project is a major assignment and will be weighted more heavily than the typical assignment. The project is a culminating activity designed to incorporate all the skills you should have developed in this class. The project requires teamwork and provides an opportunity to work together to coordinate diverse ideas into cohesive written and oral reports--a realistic business activity.

You will be assigned to a group of 6-10 members. Your group will be assigned a topic to research, and you will be required to make oral and written reports on your findings. The oral report can last no longer than 30 minutes, must include visual aides, and each member of the group must participate in both reports. Each group submits only one collectively written report.

Oral Report

The oral report will be evaluated on:

- Content
- Organization
- Overall Delivery--voice, gestures, presence, enthusiasm
- Visuals--quality, enhancement
- Interest
- Quality of Research
- Substantiating Facts
- Creativity
- Professionalism/Image

Written Report

The written report must be typed, double spaced, and appropriately packaged for a professional appearance., Endnotes, as opposed to footnotes, are recommended. Any sources which document and substantiate your report should be included as appendices. Tables, graphics, and/or pictures and illustrations are required and must be presented correctly whether in the text or appendices. Reports must include both primary and secondary data sources. You will need to be sure that you make appropriate use of qualitative and quantitative data.

Your report should include these parts (and possibly others).

- Title page
- Table of Contents
- Executive Summary (separate sheet)
- Description of Assignment (summary paragraph)
- Recommendations
- Endnotes (if needed)
- Data Collected
  - methodology
  - sources
  - summary of findings
- Bibliography (if needed)
- Appendices

(more)

In order to ensure participation by all group members, you will be asked to evaluate each member of your group. Should there be group members who do not "carry their loads," they will be penalized on this project grade.

Purchasing a Franchise (Group 1)
Your group consists of several young executives, all of whom graduated from the University of South Carolina, who have decided to go into business for themselves. You have decided to buy a franchise with plans of opening other branches.

Your project includes, but is not limited to:

- Name of franchise
- Information regarding franchise
- Research to show Columbia is a good place to locate
- Amount of franchise fee
- Capital needed to operate the business
- Business plan
- Location of future branches
- Number of employees needed
- Benefits for employees
- Salaries/Division of profits
- Selection of a manager
- Reinvestment of profits
- Attorney
- CPA

Provide sources of information.

Cruise (Group 2)
You work for a major cruise line and have been given the assignment of developing all the specifics for a new seven-day cruise. The cruise is to be designed specifically to attract college students and young singles. Your project includes but is not limited to:

- Description of ship
- Destination
- Food
- Side excursions
- Entertainment
- Recreation
- Cost of cruise
- Number of people
- Profit

Your project should include a questionnaire that solicits information from college students (at least 50). Results should be included. A brochure advertising the cruise needs to be developed. A letter to guests advising them on what to bring should be part of the package.

Provide sources of information.

(more)

Convention Management Project (Group 3)

The president of your company has assigned you to work with the Office Systems Department of the University of South of South Carolina in planning all aspects of a major event honoring South Carolina small business owners. The event is to include, but is not limited to:

Two-day convention
- Conference theme
- Sessions for business people
- Sessions for students

Registration procedures
- Cost to attend convention
- Deadline
- Refund policy
- Methods of payment
- Name badges
- On-site registration procedures

Brochure
- Attractive cover
- Format
- Printing costs
- Mailing costs

Opening General Session
- Big name speaker
- Topic
- Bibliography

Luncheon
- Governor's address
- Award to the Small Businessperson of the Year

Exhibits
- Letter to potential exhibitors
- Cost of booths
- Target audience
- Mailing list source

Recreation Activity/Fundraiser (golf tournament; fun run/walk; black tie dinner; etc.)
- Where
- How to raise money

Details

Entertainment

Catering service

Budget
- Projected costs of all expenses
- Projected income with itemization of sources
- Projected profits

Award
- Criteria for selecting recipient
- Identify the award

Sponsorships
- Levels of donations
- Types of recognition for donors
- Events to be sponsored
- Letter to potential donors

Provide sources of information.

(more)

Business Trip to Japan (Group 4)
The president of your company has given your group the assignment of planning a business/pleasure trip to Japan for seven corporate officers and their spouses. (Two of the spouses are men.) The purpose of the trip is to visit several hotels and restaurants in Tokyo that are being sold by the Matsumoto Company. Mr. Matsumoto is retiring and selling his holdings. While the officers are in Tokyo, they will attend Mr. Matsumoto's retirement banquet. The trip will take place in April and will last 14 days.

Your project includes, but is not limited to:

- Itinerary
- Dress (what is needed for special events)
- Business dress
- Currency exchange
- Japanese customs
- Business relationships/expectations
- Appropriate gift for retirement party
- Japanese food
- Taboos
- Transportation and cost of trip (first class flight)
- Four and Five Star restaurants and hotels
- Land transportation while in Japan
- Excursions (including transportation)
- Customs requirements entering and exiting Japan and USA
- Entertainment for spouses
- Temperature
- Typical weather

You have been asked to make oral and written reports to corporate officers. Include a letter to spouses with information they need. Provide sources of information.

Dr. Patricia G. Moody
University of South Carolina
Columbia, SC

Business Communications **Grade Level: All**

Composing Correspondence and Making Decisions

OBJECTIVE: Compose a series of letters or notes from dictation.

The activities in a business education class should be realistic and related to students' everyday activity. Office support personnel today are called upon more and more to compose their own correspondence. To do this properly, the students should be asked to complete a project in which they can participate in a realistic manner.

Create a situation involving some local activity and dictate the instructions for the office support personnel (students). For example, if there is a local convention or meeting, you, as the instructor, take the role of the manager and request the office support person to obtain four tickets to a local event (such as a play or football game) for an evening while your out-of-town friends (give names and addresses) will be staying at (give name of local hotel). Have your students obtain tickets and write a note to the friends (at their home address) informing them that you have tickets and what the arrangements are for the evening (dinner, etc.).

The student should

1. Look up the address of the local event.
2. Write for the tickets (letter should include date, time, seats, check, etc.).
3. Inform the people about appointment (letter should indicate time, event, etc.).
4. Send a note to the manager indicating what has been done.

This project can be more or less complicated depending on the objectives to be achieved in the particular course.

Audrey B. Goodfriend
Helen N. Saputo
Queensborough Community College
Bayside, NY

Business Communications **Grade Level: All**

Realistic Approach to Letter Writing

OBJECTIVE: Evaluate writing skills.

Realistic problems should be a part of assignments in business communications. Such an approach is particularly adaptable to the letter-writing unit. One assignment involves writing a letter to a business firm requesting information concerning a position.

This assignment begins with the pretest given during the first class session. A problem in the pretest is to write a letter requesting information from a company you intend to consider for employment upon graduation from high school (or college). Use a correct letter style.

This pretest is filed and as each part is discussed in the text, that part is discussed, analyzed, and revised.

After a discussion of letter mechanics, principles of writing letters are discussed. The first letter assigned for discussion is the request letter. Following this discussion and illustrations, the letters written on the pretest are returned to the students.

Results achieved through this method include: (1) Students are aware of how much they know or do not know about letter writing; (2) students have the opportunity to revise the letter, using correct format and writing principles, and (3) students mail the letters (after corrections) for a response. Although only one letter is graded, students are encouraged to write several letters in order to be assured of obtaining a response.

The second stage in the assignment involves the students' evaluation of the responses received from the companies. Students bring the letters to class on the assigned date and answer the following questions.

1. What letter style was used?
2. Were any letter parts omitted?
3. Were any trite words or expressions used?
4. Were any unnecessary words, phrases, or sentences used?
5. Were any grammatical errors left in document?
6. Was the tone of the letter appropriate?
7. How would you rate the letter: excellent, good, fair, poor?

Jane F. White
Georgia Southern College
Statesboro, GA

Business Law **Grade Level: Secondary**

Jackpot

OBJECTIVE: Reinforce business law terms.

This game helps reinforce the technical and legal terminology used in the business law classroom.

Make at least twenty pocket pouches or some form of container that will provide a place for cards with a law definition phrased in the form of a riddle. Each riddle should begin with the words "I am." For instance, I am the type of business owned by at least two people or more. Who Am I? Each card should end with "Who Am I?"

The correct answer should be typed on the card, so the student reading the question can confirm that the student answering the riddle gets the correct answer.

Each student should be placed at a separate seat in the classroom with a numbered riddle in front of them. The number should be marked on the front of the containers. At the start of the class, the teacher should draw a student's name to begin as the riddle guesser. Each riddle should have a point value from one to ten. The student picks a riddle and the student reading the riddle announces the point value and tallies point value on the board. If the student gets the riddle correct, he continues to choose and answer other riddles. If the students misses, then he or she must sit down, and the student holding the riddle guessed incorrectly gets to come to the front of the class and answer riddles. The jackpot is won when someone picks the riddle with the word Jackpot in the container and answers it correctly. The student reading the riddle splits the extra-credit points with the student answering the riddle.

Tony Hunnicutt
Alternative Learning Center
Little Rock, AR

Business Law **Grade Level: Secondary**

Law Bowl

OBJECTIVE: Reinforce previously taught material.

This activity can be used before a test to review material, before school vacation, or as a motivational device. Students will work in teams to answer questions and accumulate points.

1. Several days before the planned activity, have each student submit five questions pertaining to the material. For example, the material in the textbook chapters can be divided to assign different pages to different students. Encourage the students to develop unambiguous questions.

2. Have the students submit the questions to you. Review them and discard unacceptable questions. Place each question and answer on a separate card.

3. On the day of the activity, the class should be divided into two equal groups, with each group choosing a spokesperson for their respective group.

4. Flip a coin to determine which group will go first.

5. Start by asking the first group a question. The group will have 15 seconds to discuss the question; the spokesperson should then give the answer. Encourage the groups to discuss quietly, since the opposing group will have an opportunity to supply the answer if the first group is not successful. If the second group does not answer correctly either, group one has a final opportunity to win the point.

6. Decide on a score for winning. If 25 points is used, for example, it may take the class nearly the entire period to declare a winner.

7. If there is time remaining, a rematch can take place.

Dr. Peter Meggison
Massasoit Community College
Brocktkon, MA

Business Math **Grade Level: All**

Algebra

OBJECTIVE: Introduce basic algebra to business math students without increasing math-anxiety levels.

Avoid using the word "algebra," which has a negative connotation for math-anxious students. Instead, introduce the lesson by telling students they are going to learn to solve for the unknown.

Use this example: "I have a son named Bob." Write the name "BOB" on the board. "I can use the letter "B" to stand for Bob because I am too lazy to write out his name." Erase the letters "OB" from the board.

"You want to find out how old Bob is. Well, in three years Bob will be seven. This translates into the following:"

Write on board: B + 3 = 7
"B stands for Bob's current age. Now you can solve this equation. There are some rules to follow. First, you want Bob by himself on one side of the equal sign. To do this, you must get rid of the + 3. The way to do so is to use the opposite operation. If there is a plus sign, you subtract."

Original Equation: B + 3 = 7
Write on Board: - 3

"What you do to one side of an equation or equal sign, you must do to the other side. This is the second rule. So now we'll subtract three from the right side of the equation."

Original Equation: B + 3 = 7
Write on Board: - 3 - 3
"Now I can solve the equation."

"The threes cancel out so B + 3 = 7

$$\underline{\quad -3 \quad -3}$$

$$B = 4$$

"My son Bob is four years old. Let's verify my answer by replacing Bob's age in the equation to check my math."
Original Equation: B + 3 = 7
Write on Board: 4 + 3 = 7 "My math is correct."

Carol Blaszczynski
California State University
Los Angeles, CA

Computer Technology **Grade Level: Secondary**
Database

Preparing a Database

OBJECTIVE: Prepare a database of students enrolled in their Information Processing class.

Prepare an input sheet which contains all fields to be included in the database: Lastname, Firstname, MI, DOB, Grade, Homeroom #, Street Address, City, State, ZIP, Telephone, Class Period, etc. After students complete the input sheet, photocopy the completed forms for the entire class. After defining the database and entering input, students can then generate reports by a number of fields. Most students find it an interesting and meaningful activity which provides them with a class list. (NOTE: If you have students who are hesitant to give their home address or phone number, you could eliminate those categories.)

Carol R. Hodgdon
Franklin High School
Franklin, NH

Computer Technology **Grade Level: Secondary**
Database

Basic Database Functions

OBJECTIVE: Demonstrate keying/entering commands: designing a database; entering, editing, inserting, and deleting data; saving database; sorting data; and printing mailing labels by keying/entering commands.

1. Start a new database and enter the following field names and labels. Save your database as CARDS.

CHRISTMAS CARD LIST

Your Name:
First Name:
Last Name:
Address:
City:
State:
Zip:

2. Enter in ten names of your classmates/friends. Use the telephone book as a reference for addresses.

3. In addition to your classmates/friends, you have decided to add your principals and instructor to your card list.

4. You are limited to postage and can send only 10 cards, delete three of your friends (not principals or your instructor).

5. Your database would be more efficient if it were arranged alphabetically by last name.

6. Print mailing labels.

Romona J. Schoenrock
Columbus High School
Columbus, NE

Computer Technology **Grade Level: Secondary**
Desktop Publishing

Designing Publications with Desktop Publishing

OBJECTIVE: Demonstrate the ability to draw objects using the drawing and editing tools; type text; import a figure from the hard drive; create a graphically-designed poster; develop a group slide presentation; and increase their knowledge of current statistics of drug abuse in the workplace.

Session 1:

1. Students find any statistics dealing with drug abuse in the workplace. (Examples: Absenteeism is 3.8 to 8.3 times higher among abusers; the risk of being involved in an industrial accident is two to three times greater).
2. Create a thumbnail sketch for the poster. Students select an appropriate image to use, what font would best be used to state the message, the placement of the image and the text, and the effective use of graphic lines on the poster.

Session 2:

Create the sketch using the computer. Be sure students save their file on diskette. Print a hard copy of the finished poster.

Session 3:

The class discusses what would be an effective slide show sequence for their posters. Establish an outline that lists the information they want to present. Students should define and create an appropriate beginning and ending slide for the group's presentation.

Session 4:

Demonstrate the manual and automatic options that the students may select to enhance their slide show--for example, wipe, snake, scroll, etc. Students select the options they wish to use as each of the files they created are combined into one slide show.

Cheri Jimeno
Western Montana College
Dillon, MT

Computer Technology **Grade Level: Postsecondary**
Desktop Publishing

Integrating Communications Skills with Desktop Publishing

OBJECTIVE: Integrate computer technology with communications, proofreading, and formatting skills.

In a communications processing class (but it could easily have been a word processing, microcomputer applications, or communications class), I divided my students into several groups of three students each. The group was instructed to produce three issues of a two-page newsletter, using WordPerfect 5.1.

Each issue of the newsletter was to contain a minimum of two graphics; before the first issue was due, the group met to create the logo for their newsletter.

All groups were given a general topic for each issue of the newsletter; for instance, the job application process. Each group was to decide what areas under that topic they would include; each member of the group served as the editor for one issue. The editor made the assignments, proofread the articles, keyed the copy, and produced the newsletter. A grade was assigned to each editor. If an editor felt that articles needed to be expanded or additional articles were necessary, it was the editor's job to seek the assistance of the others in the group.

This assignment reviewed the principles of newspaper layout (elementary desktop publishing) which had been taught earlier; it required the students to work together to complete a project with a deadline. In addition, the editor, who was to receive the grade, was forced to employ good standards of grammar and proofreading.

The students were very creative and took their responsibilities seriously. This assignment was met with enthusiasm and served as a review of many previously learned skills.

Professor George W. Lee, Jr.
Goldey-Beacom College
Wilmington, DE

Computer Technology **Grade Level: Secondary**
Desktop Publishing

Publishing a Newspaper

OBJECTIVE: Work with community business leaders, to develop desktop publishing skills, and learn to write well by publishing a monthly community newspaper complete with news events, advertisements, and cartoons.

My business students publish a monthly community newspaper called *The Wilder Review*. Our community is small, population 1800, and has no other local paper. The students collect and write articles for the paper, meet with local business owners to design ads, create the ads, and layout the paper each month. This experience teaches them desktop publishing skills, develops their keyboarding skills, helps them learn responsibility, teaches them to interact with business leaders, and performs a needed service for the community.

Paul R. Hyde
Wilder Jr./Sr. High School
Wilder, ID

Computer Technology **Grade Level: Secondary**
Desktop Publishing

Office Simulation

OBJECTIVE: Use a desktop publishing program to produce two different types of publications and/or other published material, and work in a simulated corporate business environment by assuming different levels of responsibility.

The course is designed as a simulated business corporation and as an end result, the students learn business management and the skills of desktop publishing by preparing actual publications.

The class is organized using the corporate structure. The Board of Directors consists of the administration and faculty of the high school. The teacher assumes the position of the President. The students are assigned various offices according to the responsibilities held in producing the publications, such as: Yearbook Editor, a Vice-President, Newspaper Editor, a Vice-President. Other students are assigned positions of department managers, computer operators, etc. The members of the student body who have purchased yearbooks are the stockholders of the corporation. The school yearbook thus becomes the annual report, and the school newspaper becomes the by-weekly newsletter of the corporation. The name of the corporation reflects the name of the school's mascot. English instructors aid with any problems with the technical aspects of the copy produced.

Weekly meetings are held by the President and Vice-Presidents concerning the information to be published, setting deadlines, and work assignments. The rest of the class time is used for course work in business management topics, reviewing software procedures, and working on the publications using desktop publishing programs.

The students are instructed in all aspects of business management, including human relations skills, accounting procedures production schedules, and the responsibilities of their respective positions. They also reinforce their knowledge skills in using computers in the areas of word processing, page layout design, use of graphics, and producing publications. The students are given job assignments and descriptions similar to those of an actual corporation and work at those assignments according to the corporate structure.

Walt Issak
Prairie High School
Cottonwood, ID

Computer Technology **Grade Level: Secondary**
Desktop Publishing

Professional Organizations

OBJECTIVE: Integrate activities involving a youth organization (Future Business Leaders of America) into curriculum for cooperative business education classes.

As a culminating activity to a unit on desktop publishing (using PageMaker or a similar program) each cooperative education student will be required to prepare a job description manual. The manuals will be judged locally, and the winning manual will be entered as the school's representative in the State FBLA competition. The FBLA guidelines for preparation of a job description manual will be used. These criteria include sections in the following areas: occupation, overview of occupational field, overview of company, job analysis, reaction to job experience, and format of report (clarity, logic, conciseness). Students will also have sample job description manuals available.

Students will have access to an IBM PC or Macintosh computer, laser printer, scanner, copy machine, and binder, though some of this equipment is optional. Each student will be required to key text, import text from a word processing file, place photos and/or artwork, use the toolbox, use edit functions, print manual pages, prepare a cover page, make a copy of the manual, and use the binding machine.

Mildred P. Blass
Satsuma High
Satsuma, AL

Computer Technology **Grade Level: Secondary**
Electronic Mail

Electronic Mail Without Equipment

OBJECTIVE: Provide experience in using electronic mail when a telephone line is not available in the classroom.

In a classroom where computers are not networked, electronic communication can still take place. Two computers can be connected with a cable called a null modem. This is a cable that can be obtained inexpensively from a local computer store. The school's electronics department may be able to make them.

Once the computers are paired via cable, students can use any communications software to write messages to each other, exchange data, and explore various settings for electronic communications. I use this in a business communications class. Students work as partners. One student prepares a document while the second student prepares a table, graph, or chart. This material is then sent via the communications software to the first student. The first student incorporates the graphic material into the document he or she has prepared. Students can prepare materials outside of class, store materials on disk, then exchange the data in the classroom via the communications software.

Follow the directions that are with the software package in order to connect, send, and receive data from **computer to computer** rather than connecting to another service. I have used First Choice integrated software for this assignment and have found it to be satisfactory.

Marilyn McGahan
Mid-Plains Community College
North Platte, NE

Computer Technology **Grade Level: Postsecondary**
Information/Word Processing

Integrating Word Processing and Desktop Publishing

OBJECTIVE: Use knowledge of WordPerfect software and desktop publishing techniques with creativity to design and prepare items that are both practical and useful in nature.

Students are assigned the following or similar projects to be completed toward the end of an advanced word processing course using WordPerfect software. These projects incorporate graphics, tables (where appropriate), different types and sizes of fonts, and simple desktop publishing techniques. Students are encouraged to keep a copy for their employment portfolio. (These projects could also be used with other software.)

1. Design a tri-fold brochure for the Business/Office Administration Department that could be used in student recruitment. (The brochure must include at least two graphics, vertical and/or horizontal lines, and two different forms in varying sizes.) Creativity is encouraged.

2. Design a calendar for a given month using the Tables feature, including at least two graphics, and using different fonts. (These calendars could include important school/college dates, be duplicated and bound, and sold as a money raising project for FBLA/PBL if prepared prior to the Fall Quarter/Semester.)

3. Design a sign for the computer classroom doors which indicate that food and drink are prohibited. At least one graphic and different fonts must be used. (These signs are actually used on the doors during the next term.)

Linda Acker
Bevill State Community College
Fayettte, AL

Computer Technology **Grade Level: All**
Information/Word Processing

Financial Statements

OBJECTIVE: Arrange financial statements (and tables that are similar in format) rapidly and neatly.

Financial statements and similar kinds of tables can be set up quickly and neatly using the software's default settings. To format a three-year comparative balance sheet, center the heading in the usual way. Then, leave space for the column heads (e.g., Assets, 199-, etc.). Depress the enter key several times and then depress the flush right key. Key the longest line in the last column and backspace for the intercolumn (perhaps six spaces). Make note where the second figure column will end. Now backspace for the longest line in the second column and another intercolumn of six spaces. Again, note where the first figure column will end. Using the system's tab formatting function, delete all tab settings. Set a "right" tab where noted for the first and second columns. The third right tab stop will be set flush with the right margin. (If the figures include cents, decimal tabs may be set). Undoubtedly, the space between the first column (account titles and second column (first year figure column) will be different from the first and second figure columns and the second and third figure columns. The difference, however, is usually negligible and can be easily adjusted. Key the table. When finished, go back and "bulldoze" the years above the comparative figure columns.

Dr. Peter F. Meggison
Massasoit Community College
Brockton, MA

Computer Technology **Grade Level: Secondary**
Information/Word Processing

Communications and Language Arts Skills

OBJECTIVE: Identify proofreader's marks, keyboard accurately, and print specific pages.

Select a literature short story and keyboard onto a master disk/file. I selected the short story, "The Necklace," which may be discussed in ninth grade English classes. I bound the copies of the short story in manuscript style format, and an art student designed the cover. The first eight pages consisted of numerous proofreading marks and revisions with explanations given in the right margin.

A variety of techniques can be utilized to implement this activity. A filmstrip of the short story may be presented, or the class may critique the literature masterpiece from previous knowledge.

Students retrieve the master document, and save to their data disk. Proofreader's marks and revisions are examined, and word processing students correctly edit the first eight pages of the short story. The last six pages are keyboarded accurately, and students print only these pages for evaluation.

Judith A. Swanson
Ottumwa High School
Ottumwa, IA

Computer Technology
Information/Word Processing

Grade Level: Secondary

Word Processing Center

OBJECTIVE: Increase word processing skills through real applications.

A **Word Processing Center** was established to prepare documents for the teachers and staff of Dover High School. In lieu of a study hall, six students throughout the school day came to the computer lab to work independently for school staff.

Senior students who have completed two years of typing are selected for the program based on the following criteria: typing ability, previous year's grades; previous year's attendance; dependable and responsible; ability to keep work confidential; ability to work independently.

Each morning I would place assignments in each student's folder. When they completed the assignment, they placed it in my basket to be checked off my log and returned to the sending person.

Students used WordPerfect on the IBM computers to do their work. They printed the final copy on the Laser Printer. Students were responsible for proofreading their work before returning it. They prepared tests, study guides, letters, reports, tables, etc. from rough draft, unarranged format. Thus, they made decisions on formatting as well as keying information.

At the end of the school year, the students received one credit for Independent Study and a letter of recommendation to be used for seeking employment.

Mary D. Stewart
Dover High School
Dover, DE

Computer Technology
Information/Word Processing

Grade Level: Secondary

Composition Skills

OBJECTIVE: Compose while keying and creating an original story, non-fiction or imaginary, proofread and spellcheck the document.

This activity is identified as "The Journey" since each student needs to think of a place he/she would like to visit. This place can be real or imaginary. In this one-page double-spaced story, they are to describe how they will travel, what they are taking with them, who if anybody will accompany them, how long it takes them to travel, and what this place is like when they arrive.

Upon completion of their rough drafts, they are to edit their copies, correct errors, spellcheck if possible, and print out a final copy to be submitted for grading.

Linda D. Snider
Westview High School
Phoenix, AZ

Computer Technology **Grade Level: Secondary**
Spreadsheets

Manual vs. Electronic Spreadsheets

OBJECTIVE: Recognize the differences between a manual spreadsheet and an electronic spreadsheet.

Take an oversized multi-column paper worksheet tablet and tape together about nine pages: three across and three down. Number the rows and place letters over the columns in an electronic spreadsheet, then roll up the super large paper spreadsheet and set it aside.

At the beginning of the semester, verbally describe an electronic spreadsheet. To be sure the students associate this with the manual systems of using rows and columns, show them a one-page worksheet from the tablet. Next, unroll the giant paper spreadsheet on the floor. After the students figure how many columns and how many rows are in the huge paper spreadsheet, tell them how many rows and columns the electronic spreadsheet has. When they realize that the spreadsheet would more than cover the entire room, they should begin to get the idea of the capability of an electronic spreadsheet.

To demonstrate what part of the spreadsheet you can see through the monitor of the computer, use a framed blank transparency. Place the framed transparency over the upper left hand corner of the paper spreadsheet to show that even though the spreadsheet is huge, only a small part appears on the computer monitor at one time. Move the frame around the spreadsheet to show how the computer displays different parts of the worksheet at a time.

Use some additional framed transparencies cut in half vertically and some cut in half horizontally to demonstrate worksheet windows (split screens).

This is a good time to mention other differences in manual vs. computer spreadsheets. Be sure to point out how difficult it would be to make corrections on the large manual spreadsheet and how easy it is on the computer.

This activity gets the semester off to a good start and has students excited about--but not mystified by--the wonderful electronic spreadsheet.

Mary E. Naftel
Hinds Community College
Raymond, MS

Computer Technology **Grade Level: Secondary**
Spreadsheets

Amortization Schedule

OBJECTIVE: Create and retrieve amortization template for direct discussion with a professional insurance or banking resource person.

Computer application students create a Lotus spreadsheet template for a car loan amortization schedule. The template consists of formulas designed to compute monthly payments and interest accrued which are determined by the loan amount, interest rates, and term (years).

A local insurance agent presents a video relating to car insurance for young adults. Students retrieve the loan spreadsheet, and discussion is developed using "what if" analysis.

I employ local insurance or banking professionals as guest speakers during this unit to increase learning and improve business/school relationships. The discussions are very appealing to students. They inquire about high-risk insurance rates, speeding consequences, license revocation, and other applicable information.

Judith A. Swaneon
Ottumun High School
Ottumun, IA

Computer Technology
Spreadsheets

Grade Level: Secondary

Statistics

OBJECTIVE: Experience true-to-life data-gathering/calculating through maintenance of own school basketball team's statistics on a spreadsheet.

Assign one student per basketball game to contact team statistician for stats per game. Engage the entire class in designing an appropriate spreadsheet for high school basketball statistics (it may need adjustments as students see the need throughout the season). Set up players' names in alphabetical order. Include individual totals for free-throws attempted and made, 2-point and 3-point field goals attempted and made, and percentages. Also include team totals, percentages, and averages.

After each game, have the student assigned share stats with class--allow time for blow-by-blow comments, as well!

Elaine B. Beasalski
Buchholz High School
Gainsvielle, FL

Computer Technology **Grade Level: Secondary**
Spreadsheets

Spreadsheet Formulas

OBJECTIVE: Provide introduction to spreadsheet terms and the appropriate software, using spreadsheet formulas to ask "what-if" questions.

Because most students often find it difficult to transfer their mathematical and problem-solving skills to the spreadsheet application, the teacher may employ a "walk-through" demonstration which allows them to apply the spreadsheet to their lives. The teacher also uses this opportunity to review spreadsheet terminology.

Students are instructed to load the spreadsheet software to a new file. In the first row (in three separate columns), they are instructed to type the following column headings: "Annual Salary," "Weekly Hours," and "Hourly Wage." In the cell A3, they are to put the salary they hope to be making ten years from the present day. In cell B3, they type in the number of hours they expect to work each week. In cell C3, they type in the formula A3/(B3*52). Upon pressing the enter or return key, they will discover what they will have to make an hour in order to earn their expected salary. After the first calculation, students are instructed to change the numbers experimentally in cells A3 and B3. They usually are fascinated with discovering how the hourly wage changes as they type in the new numbers. The teacher may continue the walk-through by varying the placement of the formula in the equation. (For example: Students may calculate the annual wage by supplying the weekly hours and the hourly wage.)

Roxana H. Platt
Central Arkansas Christian School
North Little Rock, AR

Computer Technology **Grade Level: Postsecondary**
Spreadsheets

Self-Instruction Through Computer Manuals

OBJECTIVE: Allow self-instruction about a spreadsheet package through the use of the computer manuals instead of a textbook.

1. Select a computer manual for the students to purchase. A manual rated for beginner to intermediate would be best. Be sure that the manual includes at least a chapter that covers spreadsheet basics and terminology.

2. Develop exercises that meet your learning objectives. What do you consider basic spreadsheet competency; advanced competency? The skill level should start with basic skills and become increasingly complex.

   In addition, the amount of direction given in completing an exercise should start with very detailed instructions that become very general as the student becomes more proficient. To illustrate, the very first exercise would not only show the student what the spreadsheet looks like when completed but also the contents of each cell. The steps for the first exercise would walk the student through each keystroke. Advanced exercises may require the student to develop a spreadsheet as appropriate. Students would be expected to utilize the manual to learn how to do whatever is required.

3. Group exercises into packets based on difficulty ranging from basic to mastery. Follow the completion of every packet with a quiz to assess proficiency. Packets can be completed using either a self-paced approach or an approach that allows for lecture.

4. Start every packet with learning objectives and reading from the manual. Follow the reading with a series of questions which will help students determine what concepts they should be grasping.

5. Collect all exercises and provide prompt feedback.

Angele Brill
Castleton State College
Castleton, VT

Computer Technology **Grade Level: Postsecondary**
Spreadsheets

Creating a Grade Summary Sheet

OBJECTIVE: Apply spreadsheet design and planning techniques as well as basic formula usage in creating an individual grade summary worksheet for this computer applications course assignment.

As a college instructor, I encourage independence and responsibility among students in all my classes, especially when students wish to know their current grade in the courses I teach. My policy is one that I will not figure a student's grade at any given time, because I return all papers promptly and ask that students record their points earned as I do. To encourage this and illustrate just how easy this can be done with an electronic spreadsheet, one spreadsheet assignment in my computer applications course is for students to create their individual grade worksheet.

Students are given assignment names and point values to date. Individually earned scores will also be provided if students have not recorded them. Students then plan, design, and construct a grade sheet with the electronic spreadsheet program. Upon completion of this assignment, students have evidence of their current grades in this class and have experienced personal application of an electronic spreadsheet. An extra credit assignment is also offered to students, whereby a grade sheet for another class in which they are enrolled can be completed.

Too many times, assignments given in a computer applications class are business oriented. Yet, our computer applications course is a required core course for all students. A personal application such as a grade sheet not only relieves additional work from the instructor when students request such information, but encourages independence and responsibility among students.

Nancy Zeliff
Northwest Missouri State University
Maryville, MO

Computer Technology **Grade Level: Secondary**
Telecommunications

Electronic Mail and Modem Use

OBJECTIVE: Develop telecommunication skills by using the modem and electronic mail; obtain information about computer students and high schools across the state; develop cooperative learning skills by working in groups.

1. Assign students to groups of 3 to 5 students.
2. Groups select leader and recorder and develop survey to send to other schools through electronic mail. Topics are chosen by group. Examples: school information, college choices, movies, music, cars, summer plans, sports, etc.
3. Groups send surveys.
4. When information is returned through electronic mail, the group prepares a written and oral report on their findings.

Teacher hints:

1. Have surveys checked by teacher before sending over electronic mail.
2. Prepare a folder for each group where they can maintain records of transmittals and receiving.
3. Expect surveys by return mail. The other schools enjoy this as much as your students do.

Sallye H. Ortiz
Cooper High School
Abilene, TX

Computer Technology **Grade Level: All**

Various Classroom Strategies

OBJECTIVE: Use various classroom strategies to make learning fun.

My tests in application classes are half written and half computer. On the computer problem, they sometimes get "stumped" or something isn't working right and they just can't figure it out. When this happens, I "sell" them help for a two-point deduction. Every piece of advice is worth two points; if three things are wrong and I have to help them, that's six points deducted.

In spreadsheet class, have students team up and start their own "business." Students make up the name of the business, what they will sell, and their budget. Students are taught basic concepts are involved in starting and maintaining a business.

When we start detailed flow charts, the first assignment is to draw a flow chart for making a peanut butter and jelly sandwich. The students have fun doing this activity, and it teaches them to get as detailed as possible. When we discuss this in class and put it on the board, the students learn to work together and get along. It bonds the class together as a group which is important.

Laura Nodine
Northwest Vocational Technical School
Springdale, AR

Computer Technology **Grade Level: Secondary**

Charting and Learning Computer Skills

OBJECTIVE: Complete useful activities when learning word processing, database, spread sheet, and charting skills using the IBM and Macintosh computers

The Computer Literacy course is team taught by one person in the IBM lab and one person in the MAC lab. The course is for first-year students and teaches skills in word processing, database, spreadsheet, and charting using IBM and MacIntosh computers. Students in both labs cover the same material and then switch computers and learn the application on the other computer.

One example activity is given in each of the following applications: word processing, database, spreadsheet, and charting.

Word Processing. As students learn to center tables, the class formats the athletic programs for that week's games. Each student centers horizontally and vertically the information from either the home team or the opposing team. Credit is given at the bottom of the program and all program originals are used to copy for distribution at the games.

Database. A guest speaker is brought in from the bank to discuss financing a car. He/she discusses the loan application, requirements, financing, and terms. Students then find their dream car, obtain financing, and get other information regarding sales tax, licensing fees, credit reports, etc. The information is entered on a database report that they create using the formulas to generate the monthly payment.

Spreadsheet. Students are given payroll information using students in the class and asked to create a spreadsheet to figure gross pay, total deductions, and net pay. Students are also asked to manipulate the data given various scenarios: a person is hired, a person is fired, one receives a raise, one needs information regarding total FICA contributions, etc.

Charting. Students are given information on caloric amounts for food and exercise time required to burn off the food depending on the activity. Students enter the data into a spreadsheet and create a variety of graphs to show how much exercise is needed to burn off a breakfast meal of bacon, eggs, waffles, juice (for example). Bar graphs, pie graphs, etc. can be created to show each.

Kim Krause
Akron High School
Akron, CO

Computer Technology **Grade Level: Secondary**

Learning New Skills

OBJECTIVE: Develop a positive attitude toward learning new computer skills.

Near Halloween prepare Tootsie Roll Pop GHOSTS. Take a regular white Kleenex tissue and lay it flat. Place Tootsie Roll Pop in the center of the flat tissue. Gather the tissue around the pop. Use orange or black string to tie at the bottom of the pop; this forms a head/neck area. Now you have a GHOST. Flare the tissue and draw eyes on face with a black felt tipped pen.

Give one GHOST to each student and explain, "Remember your first few days in this class and your fears of the computer. You've accomplished so much since those first few days. So, today your "spooked" feelings should be gone! Happy Halloween and may you continue to overcome such anxieties!"

Use the same for "W-h-o-o-o-o can Succeed--YOU!" to build confidence when a new concept is introduced.

Patsy C. Strode
Pines Technical College
Pine Bluff, AR

Computer Technology **Grade Level: Secondary**

Integrated Applications

OBJECTIVE: Create a database of secondary schools; analyze the data; chart the data; and merge the data with a word processing file using computer application skills.

1. The learner will create a database with the following fields: School, Address, City, State, Zip, Type of School (private or public); Tuition; Room/Board; School Supplies.

2. The learner will use the guidance office and the library as resources to research the above information for five schools they have interest in attending.

3. The learner will compose a letter requesting information from the school. This letter will be merged with the database.

4. The learner will prepare mailing labels.

5. The learner will transfer the school and tuition costs to a spreadsheet file to create a chart.

Ramona J. Schoenrock
Columbus High School
Columbus, NE

Computer Technology **Grade Level: Secondary**

Integrated Applications

OBJECTIVE: Use the capabilities and applications of integrated software through completion of plans for a family reunion.

Students are given basic instruction in the use of the components of integrated software--word processing, database, and spreadsheet. As a culminating application students are instructed to select a geographic location for a family reunion to be held in the future.

Students gather names, addressees, phone numbers, and other data on family members, then design and key a database of those who will be invited to the family reunion. The database will be used to generate address labels, form letters, and reports; include such information as gender, age, interests, and interesting events for the reunion.

Using the word processing component of the software, students prepare form documents to be used with the database and spreadsheet. Documents will be created to prepare a timeline for preparations, to announce the reunion, to provide information on costs, to obtain information for the database, and information for all appropriate follow-up correspondence.

Students create a spreadsheet to monitor expenses for the event, including postage, telephone calls, rent for facilities, photocopying, and reservations submitted. Parts of the spreadsheet will become sections of form letter mailings.

The students compile a portfolio which includes samples of all documents, a copy of the database and sorted printouts, the spreadsheet(s), and a map of the area to be included in correspondence.

This activity allows for easy modification and enrichment. Students may contact the Chamber of Commerce in the reunion city/area to obtain literature to include in mailings. A family tree might be generated at the computer from information in the database, and a newsletter might result from the activity.

Julia Dickens
Yuma High School
Yuma, CO

Critical Thinking Skills **Grade Level: Secondary**

Job Seeking

OBJECTIVE: Study want ads, list stated skills and implied skills required for job, and determine whether student has the necessary skills to compete for that job.

1. Prepare a form with three columns: Job Skills, Personal Qualities, Qualify: Yes/No.

2. Select several want ads from a recent edition of a local newspaper. Choose a variety of styles and types of office-related jobs which include entry-level as well as advanced placement advertisements. Arrange ads on two or three sheets of paper and photocopy enough for students.

3. Explain to students how to analyze a want ad: look for skills specifically listed in the ad and determine if there are any implied skills which are not written in the ad.

4. Explain to students the difference between a job skill and a personal quality. (For example, word processing, accounting, knowledge of database or spreadsheet are all job skills; pleasant telephone voice, good interpersonal skills, and dependability are personal qualities desired by employers.)

5. Have students choose five want ads to analyze. Using the prepared worksheet, for each advertisement list the job skills required (written or implied), the personal quality required (written or implied), and have the students indicate whether they have those skills/qualities or not.

6. Discuss student findings--Are the students ready for these advertised jobs? If not, what can the students do to prepare themselves for those jobs? What skills/qualities need to be refined/ improved? During the discussion, most students will realize the importance of continuing their education in order to qualify for the better jobs! In addition, using local advertisements makes the assignment relevant.

Carol R. Hodgdon
Franklin High School
Franklin, NH

Critical Thinking Skills **Grade Level: Secondary**

Learning Transfer

OBJECTIVE: Facilitate transfer of learning and practice critical thinking skill.

Research indicates students will transfer what they have learned more readily when the information seems relevant and pertinent. Telling someone about the pertinence of subject matter may be less effective than guiding the student to that conclusion.

One of the ways to assist the student in that discovery is to begin each unit with a brief partner or group activity. After introducing the topic, ask the students to identify the ways that they will use this information in the future, either in their personal or work-related activities. Discuss student responses briefly. Compare responses with predetermined ideas and ask additional questions to elicit other information. Reinforce these ideas about the future application of the information during the entire implementation of your unit of study.

At the end of the unit, use the following activity to elicit critical thinking. Have students identify the ways they will use this material in their lives. Do these ways differ from their initial perception? What accounts for the difference? Have them share answers with partners. Once again, take a few minutes to review responses and add anything that is appropriate. You may suggest that students record personal responses in a journal. Such a journal can assist students in developing a professional portfolio.

This activity will not take much time, but its value in developing the student's view of the material as pertinent is important.

Dr. Carolee Sormunen
Ball State University
Muncie, IN

Critical Thinking Skills **Grade Level: Secondary**

Selecting a Car

OBJECTIVE: Participate in a research study by asking questions and compiling and analyzing data.

Students call neighborhood car dealerships and talk with general managers. They explain what is needed--car salesperson to drive sports car to our school. Let managers decide which salesperson would do the best job representing that dealership. Managers have a salesperson call the teacher.

Explain to each salesperson the procedure: Bring a car that would interest average teenager, come to rear of our high school. Class members will go outside and meet the salesperson; each salesperson is to open the hood, trunk, and doors, demonstrate the car as if we were on the car lot listening to a sales pitch. Tell each salesperson there will be other dealers coming on separate days. The class will vote to decide which car would be the most economical to buy after hearing all sales presentations.

The salesperson is to review the steps to take before buying car, the "right" car for you, optional equipment, gas mileage, manufacturer's price/sticker price, dealer's cost, basic car financing. Students view the cars and make decisions. Students look forward to each day anticipating what kind of car they will see. The students were told car dealership identity but nothing else. The class makes a decision and informs the salesperson which car was selected.

Students write thank-you notes to salespersons with a copy sent to each manager thanking them for their cooperation. Students learn from presentations; ask questions; and make decisions. This can help them when they actually shop for their own cars.

Sue R. Sheets
Northside High School
Roanoke, VA

Critical Thinking Skills **Grade Level: All**

General Critical Thinking Exercises

OBJECTIVE: Apply critical thinking skills and interact with the knowledge acquired.

1. Instead of lecture, use questioning techniques and develop discussion questions to stimulate student thinking, teacher-student interaction, and student-student interaction.

2. Assign a situation and ask students to identify and solve a problem. Seldom is a problem identified for the employee.

3. Critique or evaluate sample documents. Students brainstorm and determine criteria. If students omit important criteria, stimulate thinking by using questioning techniques.

4. Use related news articles. Determine (a) purpose and if purpose was fulfilled, (b) what style and tone was used and if they were effective, and (c) how the article was organized.

5. Students should write, write, write, especially to make reading assignments meaningful and prepare them for critical thinking test questions. Examples include:

   a. Short essay responses to question(s) that require thinking about the reading assignment are appropriate.

   b. Bring one question to class based on assignment. Encourage "stump the answerer."

   c. Write short paragraph(s) about what was learned that was most meaningful and why, or what kinds of connections they can make to past information or experiences in order to remember what they read.

   d. Upon completion of assignment, write about what they did, how, what equipment was used, etc.

   e. Refer to the three higher levels of Bloom's Taxonomy to help students think about learning activities, questions for discussion, etc.

   f. Teach students to think about their own thinking process. Ask how did you come up with that answer? How did you decide to support or contradict? Think aloud so students learn another way to think and work through a situation.

Dr. Marilyn R. Chalupa
Ball State University
Muncie, IN

Critical Thinking Skills **Grade Level: All**

Travel

OBJECTIVE: Plan a business trip.

Most students have had a very little experience in planning business trips. Teachers should give students opportunities to make decisions involving methods of transportation, planning itineraries, costs, materials needed, etc. One such activity is described below and is a relevant assignment for an office support personnel student.

Material may be obtained from a travel agency concerning an interesting trip, or you may find a convention in professional journals. Assume that you (the principal) will participate on the program and ask the student to do any or all of the steps listed below.

1. Prepare an itinerary.
2. Find the cost of transportation--air, bus, rail, and car (mileage x state mileage rate).
3. Get passport information if needed.
4. Make reservations. (Where? How much?)
5. Write letters confirming reservations.
6. Find out what assistance a travel bureau will provide.
7. Check baggage restrictions.
8. Find out about currency needed, and how to exchange, if needed.
9. Get vaccination information if needed in the country of destination.
10. If traveling by air, find out if planes are changed, where, and if there is a delay.

Provide reference books such as telephone directories, official airline guides, travel planner, and motel/hotel guide.

Evelyn E. Harvey, (retired)
University of South Carolina
Columbia, SC

Economics **Grade Level: Secondary**

Price Is Right

OBJECTIVE: Encourage students to become price conscious and be discriminating money managers.

Preparation:

1. Select from Sunday newspaper circulars, catalogs, brochures, etc., pictures of items that will be priced and used as prizes.
2. Play money and dice will be used for portions of the game.
3. To encourage maximum participation, assign various jobs to individual students. (One student will be the announcer; two students will hold posters; the remainder will be called randomly to be contestants).

Playing the Game:

1. Prize--Sharp Microwave
   Three posters having various items to be compared will be displayed to the contestants. The contestants must pick the lowest-priced item in each set. The contestant wins each correct pick as well as the grand prize for correctly identifying all three "bargains."
2. Prize--Ford Explorer
   Show the students a poster of this car. Each contestant receives $1000. The contestants must then guess the numbers that are the cost of the car in the order in which they appear on the price tag. The contestant must pay the difference of his/her guess and the actual number on the price tag. The person with the most amount of money remaining wins the car!
3. Prize--Sony Camcorder
   Contestants must spend no more than $15, and no less than $13 on a variety of grocery items. Items may be purchased in quantities not to exceed 10 of an individual item. The grand prize is for the person able to do this!

Wrap-up:

At the end of the three games, each winner will roll the dice. The one coming closest to 12 without going over will participate in the "Showcase Showdown."

Dr. Peter F. Meggison
Massasoit Community College
Brockton, MA

Economics **Grade Level: Secondary**

Fiscal Policy

OBJECTIVE: Demonstrate the federal government has the ability to use its tool of spending when practicing fiscal policy.

1. Gather telephone directories from your state (and other states if possible).
2. Distribute these directories throughout the room.
3. Direct students to look up offices of the federal government in the telephone directories. Encourage other students to assist.
4. Guide students through the procedure of going to the white pages and looking up "United States."
5. Demonstrate through the use of these directories how large the federal government is and how there is tremendous duplication of services within a few miles radius.

Geraldine Gormley
Merrimack Valley High School
Penacook, NH

Economics **Grade Level: Postsecondary**

Real World

OBJECTIVE: Identify "real world" economic issues, problems, and solutions by interviewing local community leaders.

This economic learning activity combines "Writing Across the Curriculum" strategies with team/ cooperative learning approaches.

The first step in this activity involves the selection of team members. The team size should be limited to no more than four members to ensure that everyone becomes involved in the process. Each group member is to select a community member to be interviewed in person or be sent an instrument which would involve identifying five economic problems considered important by that community leader. Possible solutions to those problems may be recommended by the community leader. A personal interview using the instrument as a guide would be the preferred method of gathering information because of the additional opportunity for verbal clarification and feedback.

After the information collection process is complete, each student group would combine their responses for an overall written summary. This aspect of the activity would involve students in the process of finding common patterns of economic problems, issues, and solutions. Perhaps a large number of the economic problems identified involve a lack of job opportunities for youth in the community. This should be noted in the written summary. The same process should also involve solutions to the economic problems. Another aspect of the analysis process would be to report rather unique or unusual economic problems which were reported by local community leaders. Each group would report their findings to the class as a whole.

John P. Manzer
Indiana University-Purdue University at Fort Wayne
Ft. Wayne, IN

Economics **Grade Level: Postsecondary**

Economic Concepts

OBJECTIVE: Increase student awareness of economic concepts through a study of the local business community.

Economics is a study of people living and working together to provide for their needs and wants. It focuses on how and why people produce, trade, spend, and save. Thus, economics is a study of money, food, factories, people, conflicts, farming, energy, laws, profits, taxes, business ownership, prosperity, and depression. Teaching economic concepts can be enhanced if the concepts are related to the students' local community. The local community can become a backdrop for real economic examples and situations. The local community approach to economics helps students perceive the conditions, elements, and relationships (cause and effect) of economic concepts.

The local telephone directory is a valuable source of information. Have students use the telephone directory to answer the following questions.

What is the telephone number of your state's motor vehicle department?

List five slogans businesses use in their advertisements.

Name a day care center that serves hot lunches and stays open until 10 p.m.

Determine what hours employment agencies are normally open.

How many veterinarians board pets for the weekend?

Find a business that has each department listed with a separate number.

Locate three businesses that have toll-free numbers and three that have fax numbers.

Where can you lease postage meters?

Identify a company that sells women's and men's clothing at wholesale prices.

Lonnie Echternacht
University of Missouri-Columbia
Columbia, MO

Economics **Grade Level: All**

Purchasing an Automobile

OBJECTIVE: Research information to purchase an automobile.

Materials needed: Consumer reports; magazine and newspaper articles on automobile information, buying, and financing; newspaper advertisements on automobiles.

Assign a number of items to be read to gain information on purchasing a car.

Allow the students a certain amount of money to spend on a new or used car. Each student must decide what kind of car to purchase, whether to pay cash or finance, how to finance, what kind of insurance to purchase, etc.

Students should be required to report on their choices and list reasons for their decisions.

Mary P. Horton
Andrew Jackson High School
Kershaw, SC

Economics **Grade Level: Secondary**

Performance Report on Stock Portfolio

OBJECTIVE: Use newspaper to study stock market activity.

Near the beginning of the course, ask students to select 100 shares each of 10 (or more) stocks listed in the stock quotations of the newspaper. The price of each stock and the total of all stocks selected should be noted. Changes in stock values should be recorded weekly (or in alternate weeks).

Toward the end of the course the stocks should be "sold." A report then can be prepared which analyzes the performance of the stocks during the observation period. A variety of comparisons and measurements are possible. For instance, performances of individual stocks within the portfolio may be compared with each other; stocks may be grouped by category and compared; stocks may be compared individually or collectively with the performance of the Dow Jones Average (or other market performance indexes) during the same period, etc.

This project generates a high level of interest among students. In addition to providing a basis for a good writing experience, it serves to introduce many students to the stock market and the financial section of the newspaper. Good opportunities are provided by the use of visual aids in the report based on the periodic performance data obtained from the newspaper. And of course, the assignment may be given to students either individually or in teams, depending on the instructor's objectives.

R. DerMont Bell
Brigham Young University
Provo, UT

Economics **Grade Level: All**

Economic Concepts

OBJECTIVE: Read about economic concepts with a purpose.

1. Prepare a list of concepts to be taught in any particular area (example, "free enterprise").
2. Explain the meaning of the word "concept" as it contrasts with the work "term"; i.e., a concept is an abstract idea, a thought, not a tangible item.
3. Have students add to the list of concepts. If prepared in class, accept no more than three pages in a typical 45-minute period.
4. Using the list, have students read newspapers and magazines to look for illustrations of the concepts.
5. On a sheet of paper, write the name of a concept and its definition and attach an article, cartoon, or picture illustrating the concept.
6. Use this idea as a class exercise, a homework assignment, or to prepare a concepts notebook.
7. Expect the following results from these learning experiences:

   · Students are encouraged to read with a definite purpose.
   · Students are encouraged to read a complete article.
   · Concepts to be learned are illustrated in a meaningful, relevant context.
   · Students' understanding and retention of concepts are reinforced.

Millie Frandino
Monroe Woodbury Central School
Central Valley, NY

Entrepreneurship **Grade Level: Secondary**

Planning and Management

OBJECTIVE: Develop the planning skills of decision making, problem solving, and forecasting; use business data necessary to make day-to-day decisions, review and evaluate past results, and plan for the future.

In teaching an entrepreneurship unit, I have students assume that they are opening a business of their choice. I have them use the daily newspaper or magazines to clip words, pictures, ads, etc., and do the following:

Select a name for their business.

Design a company logo.

Prepare a classified ad for new employees.

Design a bumper sticker to advertise their new business.

Design a business card and appropriate letterhead.

Collect ads from the classified section for specifics they will need to start their business--location, labor, equipment, rentals, etc.

Find items they will need to host their grand opening.

Clip and read articles on enterprising entrepreneurship to note the different types of businesses being started; the characteristics these entrepreneurs possess; and the likelihood that the business will succeed or fail.

Design a full-page newspaper advertisement for their business.

Choose an ad from a financial institution where they might get additional monies or a loan, open their business checking account, and conduct the business banking.

Find evidence of businesses that have failed in the community and determine why, who will be affected by the closure, and in what ways, etc.

Deborah Stipp
University of Nebraska-Lincoln
Lincoln, NE

Entrepreneurship **Grade Level: Secondary**

Business Ownership

OBJECTIVE: List the facets of owning and operating a business by creating a business.

Students choose the type of business they want to start. Examples: merchandising, sporting goods, beauty salon, craft shop, etc.

The teacher then discusses various aspects of owning and operating a business. Areas business owners make good guest speakers and can answer questions students might have. Students will then complete the following assignments:

1. Name the business.
2. Develop a business plan.
3. Determine the type of ownership.
4. Identify location of the business (mall, downtown, etc.) and give reasons for their selection.
5. Develop advertising such as a radio ad, jingle, television ad, and a flyer.
6. Develop a sign for the business. Students can judge these for the best, and a small award can be given for the best.
7. Apply for a loan. Area bank representatives can assist in this assignment.
8. Apply for business licenses and taxes. Representative from the local or state tax or licensing department can assist with this aspect.

The teacher can grade the students on each assignment listed above. Each day students complete and present their information to the class. I use this for a two-week assignment in Introduction to Business when we begin the unit on types of business ownerships.

Debra Conrad
Coalton High School
Coalton, WV

Entrepreneurship **Grade Level: Secondary**

Ice Cream Sales Potential

OBJECTIVE: Estimate sales potential.

Prior to class, the instructor should obtain data from the school cafeteria on the past week's sales of different types of ice cream being sold (or any other product category).

On the board or blank transparency in the classroom, list the types of ice cream offered by the cafeteria.

Have students estimate the weekly sales for each type of ice cream for the coming week. Students should discuss the rationale for their estimates. The teacher should help them discuss reasons why sales potential would vary from week to week.

At the end of the week, obtain actual sales figures from the cafeteria. Compare sales estimates with actual sales.

Have students calculate how well they estimated sales. Discuss methods that entrepreneurs could use to improve their sales estimates.

If the class is planning a sales project in the future, have students estimate sales potential for the various products under consideration.

Richard Clodfelter
University of South Carolina
Columbia, SC

Entrepreneurship **Grade Level: Secondary**

Development of a Business Plan

Divide the class into small groups. Have each group identify a business they would like to open in their community. Have the students develop a business plan for their chosen business.

The requirements of the business plan may vary depending on the depth of the course content and the aptitude of the students. The students should be required to submit a written plan as well as participate in an oral presentation.

It is a good idea to develop a peer evaluation sheet that would be completed by each group member for every other member of the group. Items to include:

Planning of the Project--identifying sources of information and materials, reviewing findings, establishing work schedule, preparing report and presentation.

Completion of Assignments--attending meetings, completing assignments on time, providing progress briefing, preparing report and presentation.

Working Cooperatively--completing his/her fair share of work, participating in discussions, listening to ideas of others, accepting majority decisions, assisting others.

Invite a group of business people to attend the presentations, ask questions, and select the best business plan. (The students should send each panel member a copy of their plan prior to the presentation date.)

The exercise provides an excellent opportunity for the students to gain valuable experience in working with others, solving problems, prioritizing tasks, improving time management skills, and developing/refining written and oral communications skills.

Barbara Wells
Central Carolina Technical College
Sumter, SC

Entrepreneurship **Grade Level: All**

Invest Your Money in Business

OBJECTIVE: Invest in a business.

When studying a unit on "Different Forms of Business," make the corporation more real and exciting using the following methods. Invite a stockbroker to visit with the class, take a field trip to see how the stock market works, show a film about what happens on the floor of the exchange, and discuss in class all the aspects of the corporate form of business ownership. After these experiences, actually let students select a particular stock and invest in the market.

Consult students, parents, brokers, and/or other resources for a listing of at least five stocks in which to invest funds. Let students conduct informal research on these companies; then select one by voting. Because the total amount of money will be small, it is best to choose only one stock.

The time and effort on the part of the teacher is great, but the reward the students reap and the enthusiasm the project generates certainly make it worthwhile. This enthusiasm carries through the full semester, regardless of what unit of study is being taught.

A sample "permit to invest" form is shown below.

Dear Parents:

Our Entrepreneurship students are studying the different forms of business, including the corporation. We will be learning about the stock market, and to make it more realistic, we would like to actually invest money in the market. The minimum investment per student is $2; the maximum $10. At the end of a semester of work together, we will sell and distribute the profits and/or incur the losses. If you approve of your son or daughter participating, please complete the form below and return it to me. If you do not approve, the student is NOT required to participate.

Sincerely,
(Teacher's Name)
We hereby give permission for _____ to invest _____.
(Student's name) (amount)

_____
Parent or Guardian Signature

LaNeta L. Carlock
Westside High School
Omaha, NE

Ergonomics **Grade Level: Secondary**

Ergonomics Investigation and Report

OBJECTIVE: Expose students to ergonomics and its impact on employees in the workplace.

Students need to know about ergonomics and how it impacts them as prospective employees in the work place. They need to understand how the office environment impacts their ability to perform productively and efficiently.

Students should be required to:

1. Visit an ergonomic furniture company and prepare a report on the types of typical furniture and/or equipment available and include costs.

2. Check the offices on their campus to see if any offices are equipped with ergonomic furniture and/or equipment.

3. Make an oral report to the class on their findings and include graphics in their presentation.

4. Write a report on an ergonomic-related issue such as the restriction of computer use by pregnant women.

The office, jobs, and tasks are constantly changing; students need exposure to ergonomic issues so they can make informed decisions concerning their work performance and their health and safety.

Marguerite Shane Joyce
California State University
Los Angles, CA

Ergonomics **Grade Level: Secondary**

Ergonomics Simulation

OBJECTIVE: Provide experience for the exposure of the objectives of ergonomics in the office workplace.

Ergonomics is a broad term that covers the design of most everything in the office workplace today including computers, desk/tables, chairs, and lighting. To get students to understand the importance and necessity of ergonomics today, let students experience first hand the reasons for ergonomics.

1. Have students key at a computer/word processor terminal with all the lights in the room on and with the window blinds open.

2. Have students sit on the edge of a table with their feet dangling free or an older style chair with a flat seating area (picnic bench) for a period of time. They should experience the possible numbness in the legs and be able to understand the need for a waterfall seat and support under the feet.

3. Students need to measure the height of the keyboard portion of a desk and compare it to the height of a desk used for writing. Have them key a letter when the typewriter/computer keyboard is on a standard classroom desk/table.

Charles F. Dye
York College of Pennsylvania
York, PA

Ergonomics **Grade Level: Secondary**

Computer Use

OBJECTIVE: To minimize eyestrain and back strain when using a computer.

Many of my students spend time every day working on computers. Therefore, during the first few weeks of class while we are getting acquainted with each other and with the equipment, we spend some time on ergonomics at the work station.

Using an exercise guide, *Tone up at the Terminals*, sponsored by Verbatim, my classes spend a few minutes doing some of the illustrated exercises. The teacher can lead the exercises first; students can be assigned for other days. The students have time before their turn to select and practice their exercise. Students can work in pairs for this "fun" assignment.

Exercising in a group at the beginning of the course lets students become aware of what they can do on their own.

All exercises including warmups, neck, shoulder, arm, back, wrist, fingers, and waist exercises can be done at the computer work stations as well as at home, on a train, plane or bus.

Ergonomic exercises are quick, easy to do, worthwhile, and fun. There can be a carryover from class use to other situations.

Carol Hoffman
Prairie Central High School
Fairbury, IL

Evaluation **Grade Level: All**

An Alternative Grading Method

OBJECTIVE: Use alternative grading method.

Before beginning a unit, the teacher writes all assignments to be completed and graded for that particular unit. The teacher then checks those that reflect a minimum of acceptance or "C" level. This means that in order to receive a "C" on the unit, the student must complete these assignments.

Example: To receive a "C," the student must complete 1-3.

1. Complete all homework assignments and participate in class.
2. Take test at end of unit and pass with 70 percent.
3. Complete one "special" assignment.

The teacher then adds those tasks which would bring a student's grade to "B."

1. Complete 1-3 in grade level "C."
2. Write a three-page paper on a topic covered in the unit. Get teacher approval of the topic first.

To receive an "A," the student must:

1. Complete the requirements for grade of "B."
2. Give an oral report on the paper prepared for a "B" grade.
3. Read three newspaper or magazine articles appropriate to the unit and write a summary for each one.

This technique allows students to gauge their work and helps them realize what they must do to receive a particular grade for a unit.

Joan S. Briggaman
State Department of Education
Hartford, CT

Human Relations and Resources **Grade Level: Postsecondary**
Interviewing

Job Seeking Process

OBJECTIVE: Familiarize the student with the entire job seeking process from how to find a job to how to leave a job.

The process begins with discussions of where jobs are available, where one can learn about job openings. Students then prepare their resumes. The cover letter or letter of application with this topic is then developed.

The next step is the interview. I use our counselors to actually interview each student. The interviews are videotaped. I encourage the students to view them. I will view it with them if they would like to discuss any aspects or areas for improvement. (I have found that if they see the interview, they realize they are not as bad as they think, and they gain more confidence.)

The next step is how to keep a job. We discuss work ethics, human relation skills, professional development, professional dress, and workplace etiquette.

Finally, we cover how to leave a job. This entails how to write a letter of resignation and how to handle the exit interview.

Aggie Duwel
Central Carolina Technical College
Sumter, SC

Human Relations and Resources **Grade Level: Secondary**
Interviewing

Resume Preparation

OBJECTIVE: Apply critical thinking skills when discussing resume preparation.

These discussion questions and activities are designed for class or group activities. .

1. Evaluate good and not-so-good sample resumes. Justify your reasons.

2. Rank in order of importance the categories of information for your resume: work experience, personal information, education, references upon request, and other. Discuss the importance of a clearly defined career objective.

   a. Would the ranking change and, if so, why, for someone age 25? 35? 45?

3. What is the purpose of a resume and what kind of language should be used?

4. What does an employer look for when reviewing resumes? This is an excellent brainstorming activity. After an adequate list is developed, have students prepare their own resumes. Based on the list developed, students could exchange resumes and critique.

5. Compare and contrast examples of chronological and functional resumes. Determine who could use each style and for what purposes.

Dr. Marilyn R. Chalupa
Ball State University
Muncie, IA

Human Relations and Resources **Grade Level: Secondary**
Interviewing

Preparing Letters of Application

OBJECTIVE: Apply critical thinking skills when preparing the application letter.

These questions and activities are designed for class or group discussion.

1. Evaluate good and not-so-good sample letters. What information is included in each paragraph? Is the information in an appropriate sequence? Justify your responses.

2. Devise a checklist for an attractive, effective application letter (consider content and format).

3. Compare and contrast samples of solicited and unsolicited application letters. When would each be appropriate to use?

4. Create an application letter. Using the checklist developed, students could exchange letters and critique them.

Dr. Marilyn R. Chalupa
Ball State University
Muncie, IN

Human Relations and Resources **Grade Level: Secondary**
Interviewing

Completing a Job Application

OBJECTIVE: Apply critical thinking skills when completing the application blank.

These questions and activities are designed for class or group work.

1. Evaluate good and not-so-good samples of completed application forms. Justify your responses.

2. Establish criteria to complete an application form.
   a. how to fill in information
   b. what if information requested does not pertain to you?
   c. is there a time limit for completing an application form?

3. Why do employers request <u>your most recent</u> education and work experience first?

4. Of what value are references (personal and work-related)?
   What does the employer want to hear from the people named as references? What can the employer legally ask?

5. Complete an application form. Using the criteria established, students could exchange application forms and critique them.

Dr. Marilyn R. Chalupa
Ball State University
Muncie, IN

Human Relations and Resources **Grade Level: Secondary**
Interviewing

Job Interviewing

OBJECTIVE: Use personal interviews to enhance awareness of careers available.

Each class member is presented ten questions. Students must decide in what area or profession they want to interview. The interview should be a career that interests them. The students will learn communication skills from this process. They will learn to listen and encourage their candidates to talk freely.

After information from the interview is compiled into a factual, interesting report, the student then presents the data as an oral report to the class. This will also reinforce group presentations. This activity gives a great variety of career information to each class member.

The following areas are discussed with each interviewee:

1. Kind of occupation
2. Education requirements
3. Job benefits
4. Salary range
5. Advancement opportunities
6. Job security
7. Retirement and perks
8. Mobility
9. Career enjoyment
10. Likelihood of career selection again

Linda Crumb
University of Science and Arts of Oklahoma
Chickahasha, OK

Human Relations and Resources **Grade Level: All**
Interviewing

Interviewing

OBJECTIVE: Improve the students' interviewing and teamwork skills.

Partners ask questions that are highlighted in bold type. After the interview, partners give feedback on the questions. The interviewer should answer the underlined questions. The job applicant should note any question he has difficulty answering.

1. Tell me about yourself.
   a. Did the applicant tell you about job skills, work experience, educational experience, and qualification?

2. Where will you be in three, five, or ten years?
   a. Did the applicant tell you about career goals?
   b. Did the applicant seem self-motivated?

3. What are your interests outside of work?
   a. Is the applicant involved in the community?

4. What is your greatest strength?
   a. Did the applicant name a strength that would make one a valuable employee?
   b. Did the applicant name a weakness that would make you hesitate to hire him or her?

5. Why are you leaving your current employer?
   a. Did the applicant say anything negative about the current or a past employer?

QUESTIONS FOR INTERVIEWER

1. What did the applicant's body language tell you?
2. Was the applicant confident? Interested?
3. Did the applicant give you enough, not enough, or too much information?
4. Does the applicant have unexplained gaps between jobs?
5. Has the applicant changed jobs frequently?
6. Are reasons for leaving jobs legitimate?

Robin J. McNulty
Pines Technical College
Pine Bluff, AR

Human Relations and Resources **Grade Level: Secondary**
Interviewing

Job Seeking Skills

OBJECTIVE: Provide students with the proper procedure to secure a job.

The student completed a notebook containing the following samples:

1. Examples of 15 business employment advertisements from area newspapers (different types of business jobs). The student then chooses one of the advertisements for which he/she has some of the qualifications.

2. The student uses this advertisement to write a letter of application in which he applies for the job.

3. The student prepares a resume.

4. The student completes an application form based upon the job in the advertisement.

5. After discussing proper dress and interview procedures, the student chooses four examples of appropriate dress to be worn for interviews. These examples are chosen from catalogs and magazines. They are attached to plain paper.

6. The student composes a thank you letter to the interviewer.

7. The student composes a thank you letter to one of the persons who was chosen as a reference.

This project takes an entire six-weeks period because each area is discussed and completed in class. The student discusses his/her rough draft, and the instructor makes suggestions before the final copies are placed in a notebook.

Handouts are also placed in the notebook which include topics such as sample interview questions, attitude and personality check sheets, tips on how to locate a job, etc. This project is completed at the end of the school year so the upper level high school students have approved samples of forms and letters needed to apply for any type of job, not necessarily one in the business area.

Barbara C. Curry
Johnson High School
Huntsville, AL

Human Relations and Resources **Grade Level: Secondary**
Interviewing

Interviews

OBJECTIVE: Participate in practice interviews.

A successful interview is the capstone activity of a business course. Regardless of the skills a business student may possess, he/she must first make a good impression at the interview before getting the job.

Preparation for the interview will include discussion of textbook materials, viewing, slides, films, videos, and preparing applications and resumes. To give the student the self-confidence needed in meeting and communicating with the interviewer, the following method is used in model office classes at Boyd County High School, Ashland, Kentucky.

1. A unit in personal development is completed prior to the interview. The students give reports and demonstrations in the following areas: social graces; office etiquette; exercise and proper diet; wardrobe; sitting, standing, and walking properly; and voice modulation techniques.

2. Resumes with references by permission are prepared.

3. A list of typical interview questions is used. The students tape or videotape interviews with each other so they will have practice in answering questions and offering additional information. The practice interviews are played back to the students so they can see needed improvements.

4. Letters asking for interviews are written to local businesses.

5. The interviews are granted with the understanding that the businesses are helping with the training program.

6. The big day arrives and each student dresses in appropriate office attire for the interview with a counselor, assistant principal, or someone who has been invited from a local personnel office.

7. An evaluation sheet is marked by an interviewer, checking strong and weak points for a letter review with the students.

8. A follow-up letter thanking the interviewer is written by the student.

Naomi W. Kazee
Roberta Waggoner
Boyd County High School
Ashland, KY

Human Relations and Resources **Grade Level: Secondary**
Interviewing

Getting a Job Portfolio

OBJECTIVE: Prepare job seeking documents.

Students frequently are not given sufficient preparation for finding and securing a position. They need in-school training for each of the several stages that are part of the job-hunting process.

1. Have students search for positions they are presently qualified for or will be qualified for upon graduation. Their search should include classified ads from a newspaper, trade journals, state job service, and other sources of job leads. Bring notices from several sources to class.
2. Help students prepare the resume. Require them to use a specific format; explain why the format is preferred over others they might encounter. Critique the resume and have them correct it until it is perfect.
3. Have students prepare a cover letter to accompany the resume for one of the job listings they find. Again, critique the letter and have them correct it until it is perfect.
4. Have students prepare a letter of recommendation for one of the other class members. After presenting the contents of a letter, have them interview one of their classmates to collect the information they will need to write a letter of recommendation.
5. Ask class members to research the company to which they will "send" their resumes. The research should be followed by having them prepare a one-page summary of their findings.
6. Have each student prepare 10 questions he/she would like answered during an interview.
7. Have each student write a follow-up letter.
8. Have each student prepare a letter to send when he/she does not hear from the prospective employer by the expected date.
9. Have each student write a letter accepting the job offer.
10. Have each student write a letter declining the job offer.
11. Have each student write a letter of resignation.

Don Zahn
University of Wisconsin-Whitewater
Whitewater

Human Relations and Resources **Grade Level: Postsecondary**

Interpersonal Skills/Relationships

Discrimination

OBJECTIVE: Identify discrimination can cause great harm in the workplace and cite examples of discrimination

Students studying human relations in business programs usually discuss discrimination at some point in the course. Although many students are aware of job discrimination (sexual, racial, national origin, and religious), many students do not realize there are also other subtle forms of discrimination. For instance, people who speak a different language are often victims of prejudice. In addition, people whose physical characteristics put them into special groups also experience obvious forms of discrimination. However, many people discriminate against anyone who is different from themselves.

Although discriminatory practices can be sufficiently discussed through workbook exercises or role playing, a good way to demonstrate discrimination is to make it very real. The following exercise works particularly well: The instructor brings in a variety of "goodies"--chips, dip, pretzels, banana bread, etc. half of the class shares the goodies, while the other half watches. For the first time, discrimination is not just a word, but something that is very real and very painful.

After the experience, both groups share feelings. This makes for a lively exchange of information that just cannot be duplicated through a pencil and paper exercise. As a conclusion, the class should discuss ways to eliminate discrimination so the exercise ends as a positive experience.

Murlene Asadi
Scott Community College
Davenport, IA

Human Relations and Resources **Grade Level: All**
Interpersonal Skills/Relationships

Attitude Checklist

OBJECTIVE: Assess business attitudes.

As business teachers, we are told that the majority of office workers are terminated because they cannot get along with others and they do not possess the proper businesslike attitude. Furthermore, as teachers we often find it extremely difficult to assess quantitatively in the affective domain. The following attitude checklist can be used by the classroom teacher in any skills course to let the students see the attitude criteria they are expected to exhibit and how each criterion will be evaluated.
Directions: At least six times during the semester, assess exhibited behavior in each of the following criteria which are integral characteristics of the successful office worker. Immediately following each evaluation, discuss in private with each student the completed checklist. The six attitude checklist grades will be averaged and weighted 25 percent of students' grades. Graded checklists will be retained.

Numerical Value	4	3	2	1	0
Percent of the Time Exhibited	90	80-89	70-79	60-69	59

Criteria:

1. Attends class
2. Is punctual to class
3. Is punctual with assignments
4. Follows instructions
5. Accepts criticism
6. Profits from mistakes
7. Organizes materials and work
8. Exhibits appropriate grooming
9. Exhibits resourcefulness
10. Exhibits mature judgment
11. Exhibits pride in own work
12. Exhibits consistent businesslike attitude
13. Utilizes time efficiently
14. Utilizes proper skill technique
15. Works under pressure satisfactorily
16. Evaluates own work realistically
17. Exhibits balance between adequate speed and accuracy
18. Conserves materials/supplies/energy

Grade Scale for Total Points Achieved: 65+=A 58-64=B 50-57=C 43-49=D 42 & below=F

Teacher's Signature_____ Student's Signature_____

Martha Hedley
University of Alabama in Birmingham
Birmingham, AL

Human Relations and Resources **Grade Level: All**

Interpersonal Skills/Relationships

Student Motivation

OBJECTIVE: Select Business Student of the Month.

Business education teachers should try to motivate students to demonstrate desirable work habits, attitudes, and performance in all business classes. A committee of teachers in the department should establish criteria for selecting a "Business Student of the Month" for each of the school months. Each month teachers can nominate students, and the committee will select a winner from the information provided.

Pictures can be taken by the school photography department and an 8 x 10 picture of each winner should be placed in a large lighted showcase with a short biographical sketch under the picture. Each winner should attend a departmental meeting to receive an honor award pin and should be given publicity in the school and local papers.

At the end of the year, a student of the year should be chosen from the students of the month. This student should be awarded a trophy.

Keen competition among students for this honor can generate interest in achievement. The event is also a good recruiting technique since students throughout the school see the showcase and pictures of winners.

Irene Schindler
Mt. Vernon high School
Mt. Vernon, NY

Human Relations and Resources **Grade Level: All**

Interpersonal Skills/Relationships

A Piece of String

OBJECTIVE: Develop leadership skills.

At the close of a class session, announce that part of the assignment for the next class meeting will be to bring a piece of string or twine approximately 12 to 16 inches in length. This is itself will create interest and pique the students' curiosity. Students never fail to remember this assignment.

At the next class meeting, ask the students to clear their desks or tables and to place their piece of string or twine horizontally in front of them. Now ask the students to place their fingers at the right end of the string or twine and push it across their desks. Obviously, this can't be done. The string becomes convoluted, assumes weird shapes, and goes nowhere with any regular pattern.

Next, you ask the students to straighten the string to its original position. Then lightly grasp the left end with their thumb and forefinger and lead it across the desk. It will, of course, follow them in any direction they wish to go.

Enough said. In today's world, leaders cannot be behind their workers shoving and pushing--they must be in front leading.

Lohnie J. Boggs
Arizona State University
Tempe, AZ

Human Relations and Resources **Grade Level: All**

Interpersonal Skills/Relationships

Appropriate Business Attire

OBJECTIVE: Select appropriate business attire.

Young people today need to be taught to select proper dress for a business office. The following activities can be used to make students aware of appropriate and inappropriate dress.

1. To set the stage for this activity, bring several apples that vary in beauty and have students select the one they would like to eat. Have the students explain why one particular apple was selected. Point out that all the apples displayed have the same nutritional value with color, polish, and size having no effect. Yet, most people select the reddest, brightest, and largest; therefore, outward appearance is important. The first impression is important when interviewing for a position.

2. Prepare folders using magazine/newspaper clippings of various kinds of dress, and attach a list of questions for the students to answer on a separate sheet of paper. The students should answer the questions based on their perceptions of the pictures. Some questions which might be asked are:

   What are five physical characteristics of the person pictured?
   What is this person's lifestyle?
   Do you think this person is a leader? Why?
   Would you like to work with this person? Why?
   If you were an employer, would you hire this person?

   (Add other questions you deem relevant.)

3. Be sure to ask the same questions about all the pictures and include a variety of types of dress. For example, one folder may have a female in jeans, another folder with a female in an after-five dress, another with a female in a skirted suit. Include pictures of men also.

4. After the students have responded to the questions, have them discuss their responses with the class.

Sandra Yelverton
Alabama State Department of Education
Montgomery, AL

Imports/Exports **Grade Level: Secondary**

Economic Dependency

OBJECTIVE: Identify ways our country is dependent on other countries and explain how our economic system operates.

Students randomly draw the name of a country and complete a report which contains the following information: brief history of the country, chief exports and imports, money and rate of exchange, population and economic conditions, and customs of that country.

Each student presents his or her report to the class, while the other students take notes.

Students are each given an equal amount of money to operate their country. Each country will be allowed to export their top three economic resources and are given a limited amount of the three resources.

After the reports, students have a luncheon and bring food from their various countries.

Debra Conrad
Coalton High School
Coalton, WV

Imports/Exports **Grade Level: Secondary**

Balance of Trade

OBJECTIVE: Identify the advantages and disadvantages of imports and exports for different countries.

Show a movie involving the balance of trade between two countries and how it evolves. The film shows the impact on each country's economy through imports and exports.

After we view the movie, I place the names of countries in a hat and have each student select a country. Students write about products that nation imports and exports. The students also draw pictures of their country and tell where it is located in the world. The students report about the country's natural resources and the impact of these resources on exports and imports. Students are required to explain if the import or export has a negative or positive impact on the balance of trade.

Matthew Hankins
Indian Creek High School
Trafalgar, IN

Insurance **Grade Level: Secondary**

Insurance Overview

OBJECTIVE: Provide a realistic look at insurance coverage and explain various types of insurance.

This exercise helps students understand the different types of coverage available for health, property, or life insurance. First, determine what type of insurance is going to be studied so that everyone is working in the same area. If the class is large, form three groups--one group for health insurance, one group for property insurance, and one group for life insurance.

Students bring an insurance policy to class. This policy could belong to a parent, a relative, a friend, or be one of theirs. Have a supply of policies available for those students who forget or who do not have access to a policy. Each student should have a policy to evaluate.

The students determine the dollar amount of coverage, what items are covered, what exclusions are listed, and any other items of consideration deemed important. Have a list of insurable incidents, and have the students determine what their policy would cover for each incident.

Have students prepare an oral and/or written report on the information they studied and the recommendations they would make regarding the various coverages available.

Marilyn McGahan
Mid-Plains Community College
North Platte, NE

Insurance **Grade Level: Secondary**

Community Businesses

OBJECTIVE: Familiarize students with various businesses in the community and reinforce topics which have been taught in class.

To make a topic such as insurance more meaningful to students, ask two students to review this topic for the class. These students will be called "life savers." The life savers collect information from insurance agents in the community and make an oral presentation to the class. The presentation is five to ten minutes long with visual aids required.

At the end of the presentation, each life saver receives a roll of life savers candy and twenty extra points for class participation which is averaged with their grades for the nine weeks.

Patricia Branch-May
Dumas High School
Dumas, AK

Insurance **Grade Level: Secondary**

Auto Insurance Rates

OBJECTIVE: Learn the cause and effect of auto insurance rates.

Have a guest speaker from an insurance company come to class and explain to the students the types of risks that will raise their auto rates; also discuss how to decrease their risks. Many students are unaware of discounts available to students who have a certain grade average and how certain automobiles are higher risks to insure than others.

I also show a movie called "Choice, Chance, and Control" that explains how the greater the risk, the higher the cost of insurance. The film explains reasons for canceling insurance as well as the law of large numbers as it relates to auto insurance. In the last part of this unit, the students must rate people who will have the highest rate and which automobiles have the highest rate.

D. Matthew Hankins
Indian Creek High School
Trafalger, ID

International Business **Grade Level: Postsecondary**

International Field Experience

OBJECTIVE: Plan and execute a field experience course.

The planning and execution of a field experience is usually a 12-month project.

Stage one includes the destination selection. The first consideration is that the site must be teaming with relevant locations to visit and must be approved for safety, accessibility, and affordability for student budgets. Travel agents are brought in at this stage of planning.

Stage two is the development of the course through time tables, logistics, and accommodations with the travel agent. As these items are clarified, active marketing of the course must begin. Two weeks time table is necessary for international experiences since cultural variances must also be taken into account.

Stage three is the marketing stage which must begin about eight months in advance for an international field experience. The marketing of the class will proceed through posting flyers, making mini presentations to classes, placing ads in local publications, and through cooperative arrangements with other educational institutions. This marketing stage will not end until about 30 days before the trip when the last person has made a commitment.

Stage four is making the appointments with the business firms to be visited. Advisory boards are indispensable in helping the educator to have enough influence to land important appointments. The educator must realize that twice the number of appointments must be contacted as will be confirmed. All appointments must be relevant to the area to be studied.

Stage five is the organization and preparation for the orientation classes and the construction of the syllabus and course requirements.

June Baker
University of South Carolina
Columbia, SC

Keyboarding **Grade Level: Secondary**

Classroom Management

OBJECTIVE: Maintain accurate record of students' keyboarding papers; provide alternate daily papers to grade when a student cannot make up assignments; have a student file of papers readily available for parent conferences.

Keep a file folder on each keyboarding student so that papers are available. Keep the papers filed up-to-date, and this procedure will prove to be very beneficial to you and your students. Students who do not have a study hall, who keyboard at home, or who use an available machine to make up missed lessons should have papers available the teacher can check. Check a lesson that is similar to the lesson(s) missed. If a student misses more than three lessons in a grading period, require makeup work.

This file is especially beneficial for parent conferences and to check the students' progress periodically or to double-check absences.

After distributing graded papers, collect and file. If students want to take papers home, allow them to do so. At the end of a semester, after there is no question about the students' grades, give the students their papers or recycled unwanted papers.

Suella M. Bratton
Ozark High School
Ozark, AR

Keyboarding **Grade Level: Secondary**

Timed Writings Without Pressure

OBJECTIVE: Improve keyboarding speed, accuracy, and proofreading by taking five-minute timings without the pressure of time and grading.

When assigning timings in an advanced keyboarding or word processing class, use this system to keep the grading to a minimum, and at the same time help students work on speed, accuracy, and proofreading.

The graded timing is only on five-minute timings. The students are given two five-minute timings in a class period during the week. They proofread their five-minute timings for errors and stop at the sixth error and draw a line. The speed is recorded in the right margin where they drew the line. The first three five-minute timings of the class are recorded. The speed achieved for five minutes with five errors or less is recorded.

Any error not detected is penalized with another error--i.e. an error in keyboarding and an error in proofreading. The speed may change because of errors. After recording the speed for the first three timings, students are required to hand in timings only if they improve. Students find it is easier to improve because the pressure of time and grades are removed. If the students don't do well that day, they do not have to submit their timings. They have all semester to work on improving their timings. When a final grade is given for timings, three timings are recorded. These numbers identify their speed on a five-minute timing with five errors or less. Proofreading and improvement are emphasized.

Lynette Molstad
Dakota State University
Madison, SD

Keyboarding **Grade Level: All**

Time Management in the Computer Lab

OBJECTIVE: Promote more learning time in computer lab through organization of time. Keep hands on keyboard and eyes on screen.

Provide each student/station with three small plastic cups--one red, one yellow, and one blue.

DIRECTIONS TO STUDENTS:

1. Stack cups on top of computer monitor or base.

2. Select the top cup according to the messages the student wants to relay to the teacher based on the following:

   A. RED cup means, "I need immediate help. I can go no further without teacher assistance."

   B. YELLOW cup means, "I'm okay and working. However, when you get a minute, I do have a question(s)."

   C. BLUE cup is the calm message, "All is fine. I understand my work."

The use of the cups helps avoid hands off the keyboard in the air trying to get the teacher's attention. This method also gives the teacher a clear view of what is happening in the classroom or computer lab.

Patsy C. Strode
Pines Technical College
Pine Bluff, AR

Keyboarding **Grade Level: Secondary**

Class Participation Points

OBJECTIVE: Provide participation points as a reward for desired behavior in the classroom.

In order to reward those students who come in the room quietly each day and actively participate and follow directions, assign Class Participation Points. This rewards the students who never cause any trouble in class and provides an incentive for those students with undesirable behavior. The students have the opportunity to earn two points per day.

1. Warm-up point: If they come into the classroom and type the assigned warm-up, they earn one point each day. If they are tardy, they do not get this point.

2. Lesson point: After instruction of the lesson, they earn one point each day if the students stay on task. After a student has been warned two times for inappropriate behavior, his or her name is written on the board. If this happens, no points are earned for the lesson point.

These two daily points represent a two-point test each day--not bonus points. However, if at the end of the grading period, they have made the two points possible each day, they will be given five bonus points. For an excused absence, students do receive the two points; for an unexcused absence, zero points.

Karen M. Hill
Dover High School
Dover, AR

Keyboarding **Grade Level: Secondary**

Learning Log

OBJECTIVE: Use a learning log to clarify thinking and enhance the learning process.

For keyboarding courses, require each student to keep a learning log and bring the log with him/her to class daily. A location may be designated in the classroom for storing the logs.

The logs should be used to record information, take notes, place handouts, and aid in the problem-solving process. For example, the steps to technical problems such as figuring margins or setting up columnar tables can first be put into words and then supported by the mathematical calculations. Putting into words the steps to technical problems helps the students become active learners and focus their learning rather than become confused by the many calculated steps.

After the students have written the steps in solving the problem, one can identify what needs to be reviewed, clarified, or expanded. Once specific needs are identified, each student can receive individual instruction to clarify and facilitate learning.
Learning logs can be in many formats, but a more useful format is a three-prong folder with pockets and loose leaf notebook paper which permits the students to add or delete pages and add handouts.

Linda Zambrano
University of Central Arkansas
Conway, AR

Keyboarding **Grade Level: Secondary**

Business Letter Notebook

OBJECTIVE: Create an original business letter notebook incorporating required business correspondence and formatting instructions

Students are given the requirements for the notebook to earn a grade of C.

These requirements are:

1. Students must select a theme to be used throughout the notebook. This theme will need to be illustrated frequently with cartoon characters, cutouts from coloring books, stickers, comic books, or magazines. This theme must be carried out in the original correspondence the students are composing. Neatness and originality of the theme will be rewarded with extra credit.

2. Notebook requirements include: a) cover page; b) table of contents; c) personal business letter which uses the theme and can be in the form of a complaint, inquiry, or letter of appreciation with an accompanying small envelope; d) business letter which is in response to the personal business letter and must have an original letterhead with accompanying large envelope; and e) a personal business letter model.

The above requirements must be incorporated into the notebook to receive a grade of C.

Suggestions for extra correspondence: simplified memo, table, diagram of envelope placement, and a diagram of business letter parts.

Ailene R. Easly
Sheridan High School
Sheridan, AR

Keyboarding **Grade Level: Secondary**

Correct Fingering Techniques

OBJECTIVE: Help students use the correct fingers when learning the letters, numbers, and symbols in keyboarding.

As students are learning their keys, have each one type individually in alphabetical order all the letters they have learned. These are typed in lowercase and with no spacing. When all letters are completed, the instructor can dictate any punctuation marks, shift keys, and caps lock.

This procedure is very beneficial in identifying any bad habits of using the incorrect fingers in learning the keyboard. This works especially well if the class is small and in a computer lab where each student/station is set up so the instructor can see all the students typing at the same time.

Students seem to enjoy the individual attention.

Becky DePuydt
Saco High School
Saco, MT

Keyboarding **Grade Level: Secondary**

Keyboarding Composition

OBJECTIVE: Develop keyboarding and composition skills.

A fun composition at the keyboard exercise involves having students keyboard what they did during the previous weekend. This activity is completed during the warm-up time on Monday.

These activities are not graded. Sometimes they are read by the instructor and sometimes they are not. Only the instructor and/or the student helper will read these.

These composition exercises are filed in a file for each student in the date order. On the last day of class, these are returned to the students. The students enjoy reading through the weekends of their year and can see what an improvement they have made over the year. They are encouraged to retain these and read them 20 or 30 years later. Then they can appreciate their keyboarding teacher who made them "Do it anyway!" even though they complained about it.

Susan Jennings
Parkers Chapel High School
El Dorado, AR

Keyboarding **Grade Level: Secondary**

Correct Keyboarding Techniques

OBJECTIVE: Increase correct use of keyboarding techniques.

The video camera can be used in the keyboarding class to stress and emphasize correct keyboarding techniques.

Each week during keyboarding, the presentation is taped. A different technique is taped each week. For example, hand position one week, eyes on the copy another week, and posture another week.

The tape is viewed the next day preceded by a discussion of the techniques. Students enjoy seeing themselves "on TV."

Student can benefit from use of the camera in the classroom. When students actually see themselves keyboarding, they understand a concept or technique more fully. In addition, students can pick up pointers from watching the other students keyboard.

Beth Pesek
Arkansas High School
Texarkana, AR

Keyboarding **Grade Level: Secondary**

Keyboarding Numbers

OBJECTIVE: Develop accuracy in keyboarding the number row

Keyboarding students must improve skill in keying numbers. Telephone numbers, street numbers, house numbers, Social Security numbers, ZIP Code numbers, and credit card numbers are all commonplace. This plan for the introduction of numbers will help students learn how to key numbers and use correct techniques when keying numbers.

1. When introducing numbers for the first time, introduce all numbers by dictating them and having the student type them. For instance, inform the students that number one is struck by the "a" finger; then dictate "a1" several times. Then inform the student that the number 2 is struck with the "s" finger and so on until all numbers have been introduced with the instructor indicating which finger to use in each instance.
2. Mention to students that fingers need to be well curved and upright. Reach for each number by merely straightening the finger to the number row; then snap the finger back to the home key as the number key is activated.
3. Go through the numbers again; explaining the correct finger to use as well as the correct technique to use.
4. Ask students what they noticed in particular about numbers. You will receive all answers but the following responses need to be identified:
   a. Fingers must be well curved and upright to type numbers correctly.
   b. It is easier to key numbers if short quick finger strokes are made rather than hand and arm motion strokes.
   c. Each index finger has two numbers to control, all other fingers are assigned to one number.
   d. All number reaches are up and to the left with the exception of the 5 which is straight up or slightly to the right; the 6 is clear to the left.
5. Repeat the number dictation process again as students key to practice the observations just discussed.
6. Introduce the numbers in the lesson for the day. Follow usual procedures.
7. When introducing the next set of numbers in the textbook, review briefly the procedures for keyboarding all numbers. Do this each day.
8. After all numbers are introduced, do not stop practicing numbers even if the textbook does. There are many number drills which teachers can devise. It is best to practice numbers three or four minutes at least three times per week.

Lloyd W. Bartholome
Utah State University
Logan, UT

Keyboarding **Grade Level: Secondary**

Keyboard Composition

OBJECTIVE: Compose at the keyboard.

This is a Writing Across the Curriculum (WAC) activity.

Instruct the students they will be "taking a journey." This journey can be fiction/nonfiction. Encourage the students to use their imaginations. They are to compose as they type at the keyboard and include items to pack, how they will travel (spaceship, car, boat, etc.), who will accompany them, where they are going, and what it is like once they get there.

Before submitting, each student should proofread and perform a spell check if possible. An appropriate title is required. The activity should be limited to one page.

Linda Snider
Westview High
Phoenix, AZ

Keyboarding **Grade Level: Secondary**

Keyboarding Review Materials

OBJECTIVE: Use skills to keyboard course information

Using the keyboard, the teacher conducts review sessions with the class. Students keyboard course vocabulary, concepts and other important data and then print a hard copy as a study sheet.

At the end of the semester, students have on diskette or network file a copy of all class notes from which they can print copies if they have misplaced any of the hard copies.

Linda Snider
Westview High
Phoenix, AZ

Keyboarding **Grade Level: Secondary**

Keyboarding Composition of Economic Principles

OBJECTIVE: Use keyboarding skills to demonstrate knowledge of economic principles of supply and demand

Introduction to Supply and Demand. Using the example of the compact discs, the instructor will orient students to the concept of supply and demand.

Keyboarding Skill--Formatting a Table. To reinforce the concepts of supply and demand, the learner will demonstrate formatting a table.

Example: Compact Disc

Demand Schedule		Supply Schedule	
Price	Quantity	Price	Quantity
$25	8	$16	40
20	12	14	45
18	14	12	35
16	24	10	30

Keyboarding Skill--Composition. Continuing with the reinforcement, a worksheet with supply/demand chart and questions is prepared. The learner is asked to analyze the chart and compose answers to the questions at the keyboard. This could be a cooperative learning experience.

This exercise could be supplemented easily in a keyboarding class to teach economic principles. Additional keyboarding skills could be used such as keying a report on supply/demand or composing a letter to a record company.

Ramona J. Schoenrock
Columbus High School
Columbus, NE

Marketing Business Education **Grade Level: Postsecondary**
Placement

Utilizing Local Businesses

OBJECTIVE: Analyze business and office careers by recognizing local sources of employment.

As business educators, we all recognize the need to have our students realize, early in their high school careers, how important business skills are to the potential job seeker. My recruitment/retention process starts immediately each fall when the sophomores enter my classroom to take beginning keyboarding.

My process is as follows:

1. Upon entering my room as beginning keyboarding students, the students notice the 8 x 10 colored photographs that hang across the wall. I refer to this as my "Wall of Fame." These photos depict each graduating office technology class since 1984-1985. The beginning students are curious about these photos, and during the course of the year, we talk about the individuals in the photos and how successful those students were in finding jobs because of the skills they acquired beginning with keyboarding.

2. When the students enroll in office technology (11-12 grade level), they are introduced to the photographed students in the "Wall of Fame." On the first day of class, we talk about who is in the photo and where they are presently employed. We also talk about the specific skills that were obtained (example: Lisa was able to type 85 wpm upon exiting this program which enabled her to obtain a position with a law firm).

3. During the school year, the office technology class takes field trips to the various businesses in which former "Wall of Fame" students are employed.

4. Former "Wall of Fame" students are guest speakers throughout the year.

5. At the end of the school year, a personnel manager from one of the visited offices comes to our classroom and conducts a videotaped "mock interview" with the students.

6. On the last day of class, the office technology students pose for their picture for the "Wall of Fame."

Shirley A. Lawler
Logan-Rogersville High School
Rogersville, MO

Marketing Business Education **Grade Level: Secondary**
Placement

Business Community Scholarship Fund

OBJECTIVE: Promote business education through an active advisory committee.

Promote the business education program through establishment of a "Business Community Scholarship Fund."

1. Business advisory members plus business teachers establish purpose and goals of scholarship fund.
2. Establish application guideline for graduating seniors.
3. Establish sources of revenue.
4. Mail scholarship information to local businesses in community.
5. Follow mail out with a call from an advisory member and/or a business teacher.
6. Upon receipt of money, send thank you letter from principal and department chairperson.
7. Counseling department informs qualifying graduating seniors that they may apply for the scholarship.
8. Students apply. Screening committee of local business people plus college participants choose the top five candidates. Next, this committee then interviews the top five.
9. A reception is held for recipient and all contributors are invited to attend.

Karen Schneid
Karen Robertson
Stockbridge High School
Stockbridge, GA

Marketing Business Education **Grade Level: All**
Placement

Career Awareness

OBJECTIVE: Investigate career opportunities.

By investigating office support career opportunities, using a business library, working in groups, and making oral presentation, students can understand word/information processing concepts and become familiar with computer software packages.

Have students work in groups of four or five and select an office support career to investigate in one of the fields: airlines, banking, insurance, civil service, legal, medical, etc. By means of interviews, magazine articles, newspaper want ads, etc., students can determine skills required, duties of the job, job market, salary and benefits, and opportunities for advancement. Use a variety of publications. In addition, a "Career File" which contains brochures from various companies and career reports completed by previous classes is available for student use. Each group should make an oral report on its findings. Distribute copies to the class.

Audrey B. Goodfriend
Helen Saputo
Queensborough Community College
Bayside, NY

Marketing Business Education **Grade Level: Postsecondary**
Recruitment and Retention

Recruiting High Risk Students

OBJECTIVE: Use creativity to recruit new students.

While most college business education faculty are still hoping to attract "superior" high school students into their programs, our department has found that, for the most part, these students are looking for other careers requiring four-year college degrees.

We now recruit "high-risk, special needs" students. This means that we have found our niche in the student who falls into one of the following categories: (a) Is the first person in the immediate family to attend college; (b) Has a verifiable physical or learning disability; (c) Is low income.

We attract these students using the following recruiting tactics:

1. On-site presentations to high-risk junior high students. We now bring high-risk junior high students on campus where we do a very short oral presentation, show a short video, and distribute program brochures. We then take these students directly to the computer labs where they can produce something to take home to their families.

2. Presentations to GED classes. Since not all GED students have a "burning" interest in our programs, they are encouraged to listen and take brochures and handouts home to their neighbors, immediate families, and friends. Facts that always help recruit these students are the employment outlook for the county, state, and nation; the average entry-level salaries for our graduates; and our 100 percent placement rate.

3. Vocational Rehabilitation referrals. By working closely with the vocational rehabilitation counselors, we have been able to attract over a dozen very capable, but disabled, students to our programs.

4. Student referrals from the Job Training Partnership Act (JTPA) programs. Students not meeting JTPA Clerical Training entrance requirements (12th grade or higher) are encouraged to enroll in our clerical programs.

Murlene Asadi
Scott Community College
Davenport, IA

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Marketing Business Education **Grade Level: Postsecondary**
Recruitment and Retention

Developing Program Options

OBJECTIVE: Develop unique, flexible program options to attract and retain a widely diverse student body.

After gathering information from business and industry and the Office Technology Advisory Committee, a new competency-based curriculum was produced and five new programs were implemented in the fall of 1989. Programs were specifically designed to meet the training needs of Scott Community College's diverse student body. The new programs were as follows:

Clerk/Receptionist Certificate	17 semester hours
Information Processing Specialist	29 semester hours
Clerical Diploma	44 semester hours
Secretarial Diploma	44 semester hours
Assoc. in Applied Science Degree	64 semester hours

The curriculum is unique in that it is built upon a "ladder" concept. This makes it possible for students to exit the program at basically five different points. For example, students may exit after completing only 17 semester hours and receive a certificate, or they may apply these 17 credits to another program option and continue working toward another certificate, diploma, or degree.

Advantages of the new curriculum include: (a) Students can prove competency and enter the programs at a higher level of proficiency; (b) Program options attract and retain our widely diverse student body; (c) Students can receive a certificate, go to work, and complete the next "ladder" of competencies on a part-time basis; (d) The Associate of Applied Science Degree is designed primarily for employability but also gives students an opportunity to earn a four-year degree in Office Administration or Applied Management Technology--an opportunity not previously offered.

Since implementing this curriculum, our enrollment has increased by more than 50 percent.

Murlene Asadi
Scott Community College
Davenport, IA

Marketing Business Education **Grade Level: All**
Recruitment and Retention

Student Recognition

OBJECTIVE: Recognize students in your department.

Have the business department or a particular area (secretarial, accounting, etc.) start a student of the quarter/semester program. The following steps are involved.

Get a list of students from the previous quarter/semester who had a 3.0 (or whatever you choose) gpa or had an overall gpa of 3.0. These students are then invited to a meal function in their honor.

Students who are graduating at the end of that quarter/semester are the ones eligible to be honored as student of the quarter/semester. The faculty in that department receives a list of those students. Faculty members vote for the one, two, etc. who are most deserving, based on such areas as attitude, appearance, attendance, outside activities and involvement, etc. The student(s) receiving the majority of the votes is/are the students of the quarter/semester.

The selection of the student(s) to receive the award is not made known until the meal function. The student receives a pen set (desk) which has been engraved with the name of the school, the date, and their name, plus "Student of the Quarter/Semester." This is a practical gift which they can use as well as display on the job.

Catherine Smith
American Institute of Business
Des Moines, IA

Marketing Business Education **Grade Level: All**

Recruitment and Retention

Recruiting Students

OBJECTIVE: Use various sources to recruit students.

Business education offers nearly every student an opportunity to become self-supporting. It also provides students with those business experiences that will help them manage their own business affairs so they can be responsible citizens. The following suggestions may be used to develop interest in a business education program.

1. The classroom teacher may incorporate guidance, employment, and promotional information relating to business education in daily lesson plans. (This may be in the form of articles, course content, etc.)

2. Individually counseling each student is a time-consuming but effective approach. Beginning keyboarding classes are ideal for this type of promotional approach for two reasons. First, more students enroll in beginning keyboarding than in any other business education class. Second, the teacher can talk to each individual while the remainder of the class works on keyboarding problems.

3. A handout of the course descriptions gives the students information to use as a basis for discussion with parents, counselors, and other teachers. (Use before registration.)

4. A guided tour through the business education department may spark interest. Students should be shown the facilities and equipment and can see other students at work.

5. Use a comprehensive business education fair with displays set up in areas where students frequently gather. The displays should include slides, movies, music, part of a model office, posters, wall charts, and brochures. Have students work in shifts to man the display.

6. Present programs to junior high school students about the course offerings in business education.

7. Present programs to various community groups such as Rotary, Lions, etc.

Gary L. Oertli
Edmonds Community College
Lynnwood, WA

Miscellaneous **Grade Level: Postsecondary**

Business Concepts

OBJECTIVE: Interpret basic business concepts identified in a movie with a business-related plot.

A Principles of Business course introduces an overview of business concepts in entrepreneurship, economics, management, marketing,and finance. Because this course is an elective course and frequently taken by non-business students, the terminology, current events, and textbook can be overwhelming for non-business students.

However, when viewing such movies as "Wallstreet," "Tucker," "Nine to Five," "Mr. Mom," or "Baby Boom," the world of business is brought to the screen and more easily interpreted and understood by viewers. Therefore, the students' major paper in my classes is an interpretation of business concepts as viewed in a movie.

A four- to six-page report is required explaining the following:

1. Title of movie, basic plot, and main characters.
2. Business concept (s) observed (i.e. Wallstreet trading, entrepreneurship, company takeover).
3. Establishing the relationship between observed concepts and class discussion and textbook topics.
4. Students reaction to film's projection of business concept(s).

This activity has proven to be successful for three reasons. Students can interpret classroom concepts more easily when applied to their personal lives, and movies are a very common form of entertainment today. Textbooks and lectures do not always present business concepts in the clearest manner; movies can help. Finally, this writing assignment has been more successful for students as many have not yet completed an English course where research paper techniques are learned.

Nancy Zeliff
Northwest Missouri State University
Maryville, MO

Miscellaneous **Grade Level: Secondary**

Community Leaders and Businesses

OBJECTIVE: Identify leaders and business organizations in the community.

One of my bulletin boards is "Who's Who in Local Business." I make a collage of businesses and local business people seen in the media. This helps make students aware of who leaders are. I have students write to the companies asking for brochures about a company and their products and/or services. I also have students develop lists of what makes the individuals in the media different--what leadership characteristics they possess, what qualities workers must possess to work for these particular companies, what makes the individual(s) or companies successful, and various career opportunities with the companies, etc. Interested students can contact these businesses or individuals and arrange for possible FBLA guest speakers, field trips, or shadow opportunities.

A variation of this method is to have the students make the bulletin board and select the leaders and companies.

Deborah Stipp
University of Nebraska-Lincoln
Lincoln, NE

Miscellaneous **Grade Level: Secondary**

Desktop Publishing and Library Resources

OBJECTIVE: Learn to apply desktop publishing skills and use library resources.

For the final project in my desktop publishing unit, I have students create a one-page newsletter. Students go to the library and research famous innovations in business and career forecasts and predictions. They edit and paraphrase this information into a one-page newsletter complete with text and graphics, as well as a headline banner. A copy is reproduced for each class member since all student newsletters are different. This project not only incorporates desktop publishing concepts, but also gives students an opportunity to practice research skills. Students enjoy reading and learning about the business world from these student newsletters.

Deborah Stipp
University of Nebraska-Lincoln
Lincoln, NE

Miscellaneous **Grade Level: Secondary**

Periodical Article Critique

OBJECTIVE: Read business-related articles in professional journals and write article critiques.

Junior and senior level students in Accounting I and II, Office Technology, Business Law, and Marketing are seeing a new addition to the syllabus in their classes at Mormon Trail High School: article critiques.

Instead of the traditional approach to article critiques--read the article, summarize it, and state your opinion. Students choose an article from the various periodicals selected for this purpose (*From Nine to Five, The Office Professional, Business Week, Working Woman,* and *Money Magazine*). The students are given a 3 x 5 card on which to write notes. They are given 30 minutes to read the article and take notes on their cards. At the end of 30 minutes, I collect the articles. Students may now begin work on their critique. They compose at the keyboard using the notes taken on 3 x 5 cards. Students follow the format of a 1-2 paragraph summary of the article, and a 1-2 page critique (consisting of their thoughts about the article and, if possible, personal experiences). Both sections (summary and critique) must be included to receive full credit. Whenever time permits, I require the article critiques to be presented orally.

This activity incorporates reading, writing, organizing, thinking, spelling, and grammar skills. It also greatly reduces plagiarism--a problem I constantly battled when I used traditional article critiques.

Lori Wells
Mormon Trail High School
Garden Grove, IA

Miscellaneous **Grade Level: Postsecondary**

Team Projects

OBJECTIVE: Work in a group using team techniques and evaluate someone else's work performance.

This particular procedure could be used in any class which involves information processing/document preparation. I use an Advance Keyboarding class. First, form student groups made up of one supervisor and two or three production assistants. For the first group assignment, supervisors should be those students with good attendance and good proofreading skills. I usually start by assigning the top five students with the highest grade point averages as the supervisors. Each group is made up of a supervisor, at least one student who has very poor skills/attendance, and one or two average students.

Each supervisor is given an evaluation sheet to evaluate each of the production assistants. Each assistant has a sheet to use to evaluate the supervisor. I use these evaluation sheets to help determine the final grade of the project for each student. I do not share the evaluation sheets with the students in order to avoid creating problems between students which might cause problems in completing production assignments and in meeting deadlines. The supervisors have complete control over which jobs are assigned to which assistant, what the deadlines are, and when jobs have to be redone in order to be acceptable.

During the project, I am not available to the production assistants, only to the supervisors. Throughout the period, assistants must deal with absences of supervisors; supervisors must adjust to production assistants' absences or doing work of poor quality, and everyone has to deal with an unscheduled supervisors' meeting called by me.

If a group finishes its work before the deadline, the group must offer to help others who are having difficulty completing the project.

Marilyn McGahan
Mid-Plains Community College
North Platte, NE

Miscellaneous **Grade Level: Postsecondary**

Class Grouping

OBJECTIVE: Provide an easy, efficient method to divide students into groups for different activities during the semester.

Before I distribute class materials at the beginning of the semester, I place different shaped, colored stickers on each set of papers. This becomes my method of grouping students for the many group activities we do during the semester.

For the first project, circles get on one group, squares become group 2, triangles get in a third group, and so on. Both the number of groups and the total students included in each group depend on class enrollment. To vary the make-up of the groups, one may use a different set of colored stickers thus placing students in groups with different people. For the next project, groups may be formed based on color of stickers. All red stickers become group 1, green stickers become group 2, yellow become group 3, and so on.

I usually number the stickers and sometimes I can have students group according to numbers written on their stickers. All 1's get in a group, all 2's in a group, all 3's in another group, etc. For one project all 3's may be the leader while the next time, I may ask 2's to be group leaders.

For another project I may ask students to form a group with one red, one green, one yellow, one blue sticker.

This technique makes grouping an easy task and always provides a little enthusiasm for students as they see who they will be working with. Students get to know all members of the class, and work distribution is more fairly distributed since everyone gets an opportunity to work with everyone else during the semester.

Linda H. Wiggs
Southeast Missouri State University
Cape Girardeau, MO

Miscellaneous **Grade Level: All**

Course Evaluation

OBJECTIVE: Identify student likes and dislikes in relation to course organization and discuss and implement changes in course organization to better meet students' needs.

After mid-terms, ask students to evaluate your class to determine how it is meeting their needs. This gives students a chance to voice concerns during the course instead of when the course is over--when most evaluations are done.

Explain what teaching methods consist of: planning for the course, implementing the plans, and evaluating students progress. The purpose of this activity is to determine student perceptions in relation to the implementation process--what is actually done in class. Is the course syllabus followed? Do students know what is expected each day? Are class exercises, assignments, and tests relevant?

Give students about 15 minutes to answer the following questions:

What do you like about this class?

What don't you like about this class?

How would you change the class to better meet your needs?

Instruct students not to put their names on papers. Additionally, for everything they don't like, they must address an idea for changing it through question 3.

Collect and analyze papers, and note any patterns. During the next class, discuss activities that students like and could possibly do more of, and activities that students don't like and how they could be changed.

Students have unique ideas about what could be done differently, and they are realistic about what can and cannot be changed. Students like having input into the course structure, and the classroom atmosphere changes as an openness result. After this activity, student rapport both in and out of the classroom increases significantly.

Dr. Melody Webler
Ball State University
Muncie, IN

Miscellaneous **Grade Level: All**

Sales Presentation

OBJECTIVE: Reinforce the difference between features and benefits in a sales presentation.

1. Introduce the concepts of product or service features and benefits. Stress the importance of the ultimate benefits to the individual customer.

2. To reinforce the features/benefits concept, divide the class into small groups of no more than 5-6 students each.

3. Bring into class a bag full of miscellaneous items from your desk at home such as a stapler, dog food, etc.

4. One member of each group picks an item from the bag and the group works together to list features and the corresponding benefits for that item.

5. After 10 minutes of work, each group's recorder holds up the item and describes the features and benefits.

6. The teacher and class critique the group's work.

The teacher decides what the customer focus will be during this exercise. This exercise can be directed toward the ultimate consumer or for resale or use in a business. Use the exercise two times so the students can see the difference of selling to different types of customers.

Dr. Donna J. Cochrane
Bloomsburg University
Bloomsburg, PA

Professional Development **Grade Level: Postsecondary**
Dress

Wardrobe Development

OBJECTIVE: Select an affordable career wardrobe, combine resale shops clothing with new clothing to give the entry-level office worker a sensational wardrobe, and coordinate a few basic outfits to provide several outfits.

Realizing that many students--particularly those accustomed to wearing only jeans and T-shirts--have difficulty putting together a career wardrobe and that many low-income students do not have the funds to purchase new career clothing, our department holds an annual "Dress for Success" seminar that emphasizes career dressing on a budget. This half-day seminar emphasizes fashion, hair, and make-up tips. The hair and make-up tips are provided by area professionals, but the fashion show is developed and presented by the students. It mimics a regular fashion show, but in this case, a special script is written for the moderator that includes creative ideas just for the office.

Before the seminar, approximately twelve students are selected to model career clothing. They are allowed to choose the outfits they will model, but each student is required to model at least five outfits, using only one or two basic garments. Students must also combine clothing from resale shops, such as the American Cancer Society, with clothing from the mall. (For example, models frequently wear a $150 suit from the mall with a $5 blouse from a second-hand shop.) In addition, the student must demonstrate how "the look" can be easily changed by accessorizing with jewelry or a scarf.

Students modeling the clothing come in all shapes, sizes, and ethnic backgrounds--giving students new ideas for appropriate career clothing as well as the self-confidence to build a wardrobe on a budget. Another unique twist to this seminar is that students may make on-the-spot bargain purchases or retain the coupon for a subsequent purchase.

After an idea-filled morning, the seminar ends with a catered luncheon. Students rate this seminar as a perfect "10."

Murlene Asadi
Scott Community College
Davenport, IA

Professional Development **Grade Level: Secondary**

Dress

The Effect of Professional Dress

OBJECTIVE: Dress effectively for business and gain first-hand knowledge about the importance appropriate business attire has on society's perception of workers.

After completing a unit on professional dress in business, students need to apply the skills they have been taught in a real-life business setting to determine if learning has taken place. To stress the importance of society's perception of image, the following activity can be conducted.

The students are to visit a retail store twice. During the first visit, the students are to wear ragged clothing, no cosmetics, and display poor grooming. They are to walk around, shop, etc, for about 15 minutes, during which time they are to interact with as many employees and other customers as possible. After leaving, the students are to record in a notebook the name of the retail store they visited and how they were treated by the other customers and employees and how this made them feel. A few days later the students are to return to the same retail store. This time they are to dress in professional business attire they have coordinated using the skills that were presented in the classroom instruction. They are to again record how they were treated and how it made them feel.

After completing the two visits, the students are to write a two-page report comparing the results of the two visits and on how the visits made them feel. The reports are to be presented orally to the class for discussion. The students will gain first-hand knowledge of the importance of dressing for success in the business world.

Nancy C. Ridling
Acxiom Corporation/Education Department
Conway, AR

Professional Development **Grade Level: Postsecondary**
Ethics

Research of Business Ethics

OBJECTIVE: Research codes of ethics of local companies.

All courses in the business education field should include a discussion of ethics related to particular topics for the course. To emphasize the importance of ethics in local companies, have students contact local companies to obtain copies of codes of ethics used by the companies.

After these codes have been obtained, have students work in groups to review several different codes. They should answer the following questions.

1. Is the company local, regional, national, or international?
2. If the company is local, does the code list the department responsible for writing the code?
3. If the company is not local, does it give the location where the code was developed?
4. How is the code disseminated to employees?
5. What is the publication date of the code?
6. Which companies have the most extensive code of ethics?
7. What are common features of all codes?
8. Was the code posted (if known)?

Patricia H. Chapman
University of South Carolina
Columbia, SC

Professional Development **Grade Level: Secondary**
Ethics

Ethical Decision Making

OBJECTIVE: Practice ethical decision making.

Use almost any issue that presents an ethical dilemma in business. The issue might be from a local or national newspaper or periodical or from a hypothetical classroom situation. Have each student work with a partner. Discuss the textbook definition of ethical behavior. Then have students conduct research concerning the particular issue in question. Each pair of students prepares a short oral presentation outlining the ethical question involved, what considerations need to be made, and finally how the dilemma could be solved ethically.

After all of the presentations are made, have students write a paragraph describing what they learned from this project about dealing with ethical business questions.

Marilyn McGahan
Mid-Plains Community College
North Platte, NE

Professional Development **Grade Level: Secondary**

Ethics

Computer Ethics

OBJECTIVE: Become aware of evolving ethics problems due to mass computer use and how these problems affect them economically, mentally, and physically.

The ethics problems with computer use have exploded faster than we can get related information from our textbooks. Since students need to be aware of the virus problems, financial cheating, computer fraud, hackers, etc., this must be done by using periodicals and newspapers.

1. Have students use the library materials to complete reports on computer fraud, viruses, scams, hackers, etc. Accept any area that is related to ethics.

2. After library research is completed use the computers to prepare a written report. Students also present a short oral report to the class on their articles.

Teacher hints:

a. Students are intrigued with the fraud that is happening and are also concerned with how this will grow and influence them in the future.

b. Their reports open the door for good classroom discussion about computer ethics. They discover articles covering areas that a teacher might not think to mention. There was less incident of students using each other's work after we had this unit.

Sallye H. Ortiz
Cooper High School
Abilene, TX

Professional Development **Grade Level: Secondary**
Etiquette

Handling Office Social Functions

OBJECTIVE: Use research and higher order thinking skills to plan and participate in an office party.

The words "Party time!" stir a vast assortment of emotions and expectations for the coming event. As a recent graduate of high school or college, the new employee's first office party may conflict with previous experience and send the attendee toward the unemployment line. How can we prepare our students for their first office party? By throwing one ourselves.

Students will prepare for the party by conducting research. Student-composed letters are sent to alumni asking for advice on how to dress, behave, eat, and drink at an office party. Through the research findings, students will generate lists of admissible conversation topics and behaviors and learn to select appropriate dress. Students will write and perform role plays demonstrating both acceptable and unacceptable office party behaviors. Discussion of standard protocol between lines of management can occur also.

Using the research findings, the student and instructor should plan the party. Will gifts be exchanged? games played? entertainment provided? Students will plan refreshments and may decide who will bring hors d'oeuvres. Invitations are produced using desktop publishing. Word choice and selection of graphics should prompt a discussion of religious and personal beliefs.

The day before a vacation is perfect for producing your office party. Students should dress appropriately, converse in acceptable tones and topics, mingle, and partake in the activities. The party can be video taped for evaluation review and saved for future reference. One last consideration: a clean up crew is needed!

Kimberly A. Schultz
Central Decatur High School
Leon, IA

Professional Development **Grade Level: Secondary**
Etiquette

Identifying Etiquette Concerns of Students

OBJECTIVE: Students will be able to determine and demonstrate appropriate business etiquette.

Begin by having each student write a particular concern he or she has about appropriate business etiquette. Some of the situations they may be concerned about might be too personal for them to feel comfortable voicing in front of the class; thus having students WRITE their concerns generally will generate better responses.

Compile a list of concerns. Assign each student a business etiquette situation to research. Provide appropriate resource materials for students or allow library time. Once the research is completed, have students role play each situatin being as creative as they choose to be in using props for their role play. Use discussion after the role playing of each situation.

Marilyn McGahan
Mid-Plains Community College
North Platte, NE

Professional Development **Grade Level: Secondary**
Personal Finance

Personal Budgeting

OBJECTIVE: Develop the "practical" side of personal finance by instituting day-to-day activities.

This works best in classes with seniors or upperclassmen. Have the students actually make a budget of living expenses. They are always anxious to leave home and live by themselves, but they don't realize how much it costs to set up an apartment and maintain a household. They quickly realize having a good education and skills are essential to live the way they expect.

Dana Clayton
Southside High School
Batesville, AR

Professional Development **Grade Level: Secondary**
Personal Finance

Stock Market

OBJECTIVE: Invest in the stock market.

Following a chapter or unit of study on the stock market, students are divided into investment groups in order to buy stocks and create their own portfolios.

The groups work on this project one day each week. They must use the business section of the newspaper and reach a group decision about which stocks they want to purchase.

The students are given $100,000 in play money per group to invest. Each group may purchase any quantity of up to three different company's stocks. They may invest all of the money or any part of it.

Each week, one day is spent with the students updating their portfolios. They may buy additional stock, sell stock, or any combination--as long as they never hold more than three different stocks. This limitation keeps the students from getting confused or overwhelmed. Each week, the groups turn in a summary of their transactions, along with updated figures as to the worth of their investments. This is not to be graded, but allows the teacher to evaluate each group's progress.

Approximately 4-6 weeks should be allowed for this project. This gives the students several opportunities to change their holdings, and it gives the stock market time to undergo changes. At the end of the time period, the groups must turn in a short paper summarizing what they have learned about the stock market and investing, along with detailed information about how much money they made or lost.

This project can be for a grade or for extra points. It is also a good idea to follow up with a guest speaker or a visit to a local investment firm.

Melodie M. Hardke
Carlisle High School
Carlisle, AR

Professional Development **Grade Level: Postsecondary**
Professional Growth

Employee Evaluations

OBJECTIVE: Make students aware of the difficulties in conducting an evaluation for an employee and prepare an evaluation form.

Have each student bring an actual form used by a company in the business community. The students should critique the form and the ways of evaluating personnel before they come to class.

Allow two days for this activity. Assign the students to small groups (4-6), either at random or by related major areas of study. Each group discusses the various forms and shares their comments with each other. Then the group develops its own form to use to evaluate employees. The group pretends it is a new business, they are the owners/managers, and they decide the position of the employees for which the form will be used.

The students submit the forms they brought for sharing (receiving a "check" for credit), and the group receives a grade on the form they developed together.

Prior to doing this project, the teacher and class should discuss what areas are possible for evaluation, who should do evaluations, what formats are good to use (for example: excellent, very good, etc.; 1, 2, etc., A, B, etc.) and the advantages and disadvantages of each. There is no right answer, but they all learn.

Kay Smith
American Institute of Business
Des Moines, IA

Professional Development **Grade Level: Postsecondary**
Professional Growth

Guest Speakers

OBJECTIVE: Expose students to outstanding speakers, former students, and enjoyable activities which motivate and inform students through the use of seminars while building confidence and self-esteem.

To motivate, as well as inform students about the "world of work," I have sponsored a Business Professionals of America Week seminar annually. Students look forward to these annual spring seminars with much anticipation. The seminar duplicates professional seminars which cost as much as $150 thus providing an excellent opportunity for students. Students also appreciate our clever seminar titles--"Take This Job and Love It" (on February 14) and "Secretaries Do It. . . ALL!!!"

To make the seminar as realistic as possible, students preregister and dress in business attire. The seminar begins with a continental breakfast provided by the department. Then a highly motivating community speaker is brought in to kick off the seminar. The speech is followed by a short presentation on a topic such as time management.

We take a break and quickly reassemble for a panel disucssion of former graduates. The graduates represent a variety of areas, including medical, legal, and executive. Students share the following:

a. a typical day
b. courses that were especially beneficial
c. advice for new students
d. answer student questions

Students "rave" about this part of the seminar because they get so much useful information from people they respect. The next part of the seminar is usually a "fun" activity. This year, it was a presentation entitled, "The Shapes We Live By." The seminar ends with a catered luncheon.

I have also co-sponsored a self-esteem workshop, "Creating a Positive Youniverse," with advisory committee members. These workshops are held off-campus at a local hospital which provides the seminar leader, refreshments, and meals.

Murlene Asadi
Scott Community College
Davenport, IA

Professional Development **Grade Level: Secondary**
Professional Growth

Composition

OBJECTIVE: List skills and achievements by preparing a newspaper about themselves.

Students often find it very difficult to construct a personal data sheet. Many of them have not developed a healthy self-image, or they do not recognize their strengths and skills. In order to help them realize their abilities and potential, students construct a newspaper about themselves. The students can create a paper that consists of news about anything they have accomplished. This might include activities or projects in which they were involved, groups or organizations to which they belong, hobbies, goals, etc. The city newspaper can donate paper in order to add excitement and make it seem more like a real newspaper.

Encourage students to be creative and include anything that is of interest to them. They can use snapshots, clippings, or photographs from magazines or books to make their newspaper more colorful, interesting, and representative of their personalities. If students are provided an exciting start, they will think of all kinds of achievements.

This type of activity gives students a fun way to list their accomplishments and recognize their self-worth. Once they see their strengths and skills, they can more easily prepare a resume.

Cindy Sparks
Perry-Casa High School
Casa, AR

Professional Development **Grade Level: Secondary**
Professional Growth

Interviewing a Businessperson

OBJECTIVE: Use skills and knowledge acquired after studying grooming, etiquette, resumes, and interviewing.

Students in Office Technology Lab class locate a business person who holds a position similar to one they would like to have. The students telephone to explain their assignment (most business people are willing to participate) and ask permission for an interview. The students, who have been instructed on how to dress, conduct an interview. Preplanned questions might include the following : What skills were necessary in order to obtain their job?; What type of training workers have had?; What dress requirements are appropriate?; and How are pay and promotion procedures handled?. The student "adopts" this business person as his or her ideal business person.

After studying the units on grooming, etiquette, resumes, and interviewing, the student goes back to the "adopted" business person for a job interview. The business person evaluates the student from Excellent to Needs Improvement on a rating sheet. After all students have completed their interviews, the students along with the "adopted" business people and teacher go out to lunch to practice etiquette rules.

Vicki Canter
Riverview High School
Judsonia, AR

Professional Development **Grade Level: Secondary**
Professional Growth

Personal Communication

OBJECTIVE: Reinforce/build positive classroom climate; reinforce/build positive attitude of students; open/broaden lines of communication; maintain/gain student respect; show students the teacher cares about them and respects them as individuals.

On the first day of class, I give each student a 3" x 5" card. Students are asked to print their names and mailing addresses. In the upper right-hand corner, students are asked to record their birthdates. Index cards are then arranged in sequence according to month and day, with today's date on top. Students never know this is my "birthday file."

My first birthday "cards" were brief handwritten messages on general purpose school "Happygram" forms. Later I designed a "Happygram from Mr. Reinhard." Even though I have access to school stationery, I mail the "birthday cards" in plain envelopes. Using pen, I address the envelope and write the school's return address (without the school's name) in the upper left-hand corner. This adds to the element of surprise! The school provides the "cards," envelopes, and pays the postage--good public relations.

Student (and parent) response has been so encouraging that last summer while at Opryland USA I had a caricature sketched of me, holding money and balloons, saying "Happy Birthday." Using the school's copy machine, I reduced the caricature and photocopied it on the inside of formal-style note cards used by the school for general purposes. Not only are students surprised to open an envelope and find a formal card with the school's logo on the front, but even more surprised to open the card and find my caricature and handwritten note. Students are amazed that a teacher cared enough to send a card on one of their most important days of the year.

Arland Reinhard
Homestead High School
Bluffton, IN

Professional Development **Grade Level: Postsecondary**
Professional Growth

Organizations

OBJECTIVE: Help students become aware of organizations in the community which they could join after graduation.

Have students research professional or community organizations they could join when they complete their education. This could include such groups as Professional Secretaries International, Business and Professional Women, Data Processing Management Association, Administrative Management Society, Chamber of Commerce, county clubs, breakfast clubs, etc. They should gather the following information and share with the class members:

1)How long has the organization been in existence? 2) Who can join? 3) How much are dues? 4) When and where are meetings held? 5) Is there a newsletter? 6) What benefits do people receive by belonging? 7) What is the purpose of the organization?

Students learn what is available to them after graduation. In addition, they gain insight into human relations skills of office workers while completing this research on professional organizations. It could also be a future contact for the school or teacher.

Catherine M. Smith
American Institute of Business
Des Moines, IA

Professional Development **Grade Level: Secondary**
Professional Growth

FBLA

OBJECTIVE: Prepare a program of work for Future Business Leaders of America.

The teacher leads a discussion of why people join professional organizations and the benefits they gain from membership. Students give examples of local professional organizations. This discussion naturally leads to the professional organization available to vocational business students--FBLA. Most students in the capstone vocational business courses have been members of FBLA for at least one year; however, many have never looked at FBLA as their professional organization. They saw it only as a social organization and one in which they could compete at various levels.

After the discussion, students study the goals and objectives of FBLA and work in groups to develop a program of work to be approved at the next chapter meeting.

Each student or group of students is responsible for one of the local FBLA standing committees: Civic, Financial, Membership, Public Relations, Program, and Social. The previous year's scrapbook can be very useful when selecting activities. Students then give a report to the class, compile all data, and select a person to give this report at the next FBLA meeting.

This activity can be very helpful for getting students actively involved. It also gets students excited about the year. These activities are also placed on the calendar of activities for each member.

Kim Krause
Akron High School
Akron, CO

Professional Development **Grade Level: Postsecondary**
Work Attitudes

Leave Requests

OBJECTIVE: Develop an awareness of the procedure involved when requesting or taking leave in the workplace.

Develop a short form similar to the one used at your school or institution that must be completed when a student is absent from class or anticipates being absent from class.

Provide each student with about three copies of the form at the beginning of the semester. Whenever the student is absent, he will be responsible for returning a completed form to you on the day he returns to class. If a student knows he will be absent, he is responsible for completing a form "requesting" leave in advance.

A space should be provided on the form for a brief reason for the absence. This is an opportunity for the student to realize the business world does not allow an employee to just "show up" again after an absence.

The documentation can be a tool with which the instructor would have a basis to discuss absenteeism with a student who is repeatedly out of class.

Ann A. Cooper
Central Carolina Technical College
Sumter, SC

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Kurk Schrader	Elmwood-Murdock High School	Murdock, NE
Kimberly Schultz	Central Decatur High School	Leon, IA
Sue Sheets	Northside High School	Roanoke, VA
Jean Shull	St. Louis Community College/Meramec	St. Louis, MO
Catherine Smith	American Institute of Business	Des Moines, IA
Kay Smith	American Institute of Business	Des Moines, IA
Lena Cunningham Smith	Southwest Missouri State University	Springfield, MO
Linda Snider	Westview High School	Phoenix, AZ
Carolee Sormunen	Ball State University	Muncie, IN
Cindy Sparks	Perry-Casa High School	Casa, AR
Sharon Steigmann	Indiana University of Pennsylvania	Indiana, PA
Mary Stewart	Dover High School	Dover, DE
Deborah Stipp	University of Nebraska-Lincoln	Lincoln, NE
Patsy Strode	Pines Technical College	Pine Bluff, AR
Judith Swanson	Ottumwa High School	Ottumwa, IA
Jackie Taylor	Russellville High School	Russellville, AR
Mary Tippin	Knox Nelson School	Pine Bluff, AR
Roberta Waggoner	Boyd County High School	Ashland, KY
Melody Webler	Ball State University	Muncie, IN
Barbara Wells	Central Carolina Technical College	Sumter, SC
Lori Wells	Mormon Trail High School	Garden Grove, IA
Bonnie Roe White	Auburn University	Auburn, AL
Jane F. White	Georgia Southern College	Statesboro, GA
Linda Wiggs	Southeast Missouri State University	Cape Girardeau, MO
Clarann Winslow	Westside High School	Omaha, NE
Merle Wood	Oakland Unified School District	Oakland, CA
Sylvia Wood	Ed Irons Junior High School	Lubbock, TX
Nancy Woodall	Mt. Vernon-Enola High School	Vernon, AR
Judith Joyner Wright	Indian River Community College	Fort Pierce, IL
Sandra Yelverton	Alabama State Department of Education	Montgomery, AL
Don Zahn	University of Wisconsin--Whitewater	Whitewater, WI
Linda Zambrano	University of Central Arkansas	Conway, AR
Nancy Zeliff	Northwest Missouri State University	Maryville, MO

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